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ABSTRACT

A curriculum project modified the three occupational programs in clothing according to the results of the DACUM (Develop a Curriculum) process done in Summer 1992 and the needle trade industry surveys done in Fall 1992 and Summer 1993. Six procedures were used to develop the modified two-year alteration and textile services diploma program. First, a literature review obtained a summary of the concepts of curriculum evaluation and instructional design, opinions of experts on the use of DACUM in identifying current and future competencies of an occupation, and models and sample formats on modifying curriculum in an occupational area to meet industry needs. Second, the DACUM chart prepared by a vocational curriculum specialist was analyzed. Third, the results of surveys of local employers in the needle trades were analyzed. Fourth, a formative committee drafted recommendations for the modification of the vocational programs in the clothing area. Fifth, a summative committee reviewed the recommendations and formulated the curriculum of the proposed two-year diploma program in alteration and textile services that would replace the three existing clothing programs that they recommended be deleted. Sixth, the proposed program was submitted to the advisory committee which unanimously approved it. (Appendixes include original and modified catalog descriptions, survey results, advisory committee meeting minues, and DACUM panels preliminary report. Contains 18 references.) (YLB)

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ED 391 879

MODIFICATION OF THREE CLOTHING DIPLOMA PROGRAMS IN THE CONSUMER AND HOSPITALITY SERVICES DIVISION

Curriculum and Program Planning

by

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A practicum report presented to Programs for Higher Education in partial fulfillment of the requirements for the degree of Doctor of Education

Nova Southeastern University

August, 1994

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CHAPTER 1

INTRODUCTION

Milwaukee Area Technical College (MATC) is one of the 16 technical colleges of the Wisconsin Technical College system. Consumer and Hospitality Services (CHS) is one of the academic divisions in MATC. CHS has seven associate degree and seven vocational diploma programs. The vocational diploma programs included three in the clothing discipline or occupational area i.e., Industrial Sewing Operator Training (one-semester), Alterationist (one-year) and Tailor (two-year) programs. The original catalog descriptions, prior to the 1994-1995 academic year, of these programs are to be found in Appendix A.

The Industrial Sewing Operator Training program was suspended during the 1992-93 academic year due to low enrollment and low employment rate of graduates. Additionally, major needle trade industries relocated out of the state of Wisconsin. The Alterationist and Tailor programs also experienced a low employment rate of graduates. The advisory committee for the programs asked the college to consider evaluating the three programs separately and determine the current and

future skills required by employers of potential graduates from the vocational programs in clothing.

Another problem that faced these programs was that the enrollment, retention and employment of graduates in the three clothing programs were found not to be cost efficient for MATC. The college could use the space and human resources to run these programs for another vocational program(s) that will provide training to students to become the skilled workforce of the 21st century. Furthermore, the expensive state of the art equipment in the various clothing laboratories could be used more effectively to meet the current employee needs of the needle trade industry in the Milwaukee area.

Purpose

The purpose of the curriculum project was (1) to determine the current and future skills needed by the needle trade industry in the Milwaukee area to meet the workforce needs of the industry and (2) to modify the three occupational programs in clothing according to the results of the DACUM (Develop a Curriculum) done in the summer of 1992 and the needle trade industry surveys done in the Fall of 1992 and the Summer of

1993. DACUM, introduced by Adams in 1985, is a strategy used to identify competencies expected of employees in a given occupation.

This practicum is directly related to the Curriculum and Program Planning seminar in that the principles of curriculum evaluation and design will be used. The module on Evaluate your vocational program, (1986) and the work of Ornstein & Hunkins (1993) claim that evaluation must be an integral and continuing part of the total educational process if programs are to be effective. Furthermore, there is an increasing pressure from the entire community for vocational education programs to form partnership with local business and industry in order to prepare individuals for the world of work and for lifelong learning (Nation at Risk, 1983).

Research Questions

There were two research questions for this project. First, "What are the current and future competencies needed by the needle trade industry in the Milwaukee area?". Second, "How will the college incorporate these competencies in its clothing vocational programs?"

Definition of Terms

The following definitions are provided to eliminate confusion and to provide a uniform operational definition of specific terms.

Advance standing is a system which includes practical or written test, occupational experience, transfer of credits or articulation for course equivalency from another institution to qualify a student to waive prerequisites or courses in the program without losing credits to meet graduation requirements of the program.

Advisory Committee is usually a nine-member committee whose membership is recruited from the local, state or national industry of an occupational program who recommends policies and industry trends that will help administrators of programs to update, revise or modify their programs.

DACUM is the acronym for developing a curriculum, a strategy used to identify competencies expected of employees in a given occupation using the expertise of employees and supervisors in that given occupation (Halfin and Nelson, 1977).

Diploma Program is a program which includes courses that usually require more time in hands-on activities, more class time and less homework per credit than courses in an associate degree program (WBVTAE,1991).

Job-out is the ability of a student to complete a cluster of courses that will qualify him/her to gain employment without losing his/her good standing and re-entry in the program; usually an MATC certificate that is awarded and specifies the courses and competencies completed by the student.

Needle Trade Industry includes industrial firms specializing in everything from adult's and children's clothing, sporting goods to clerical vestments; major department stores; small clothing and tailor shops; and fabric care operations (MATC catalog, 1994).

Occupation is a persons's usual or principal work, especially in earning a living (Webster's dictionary 1991).

Open entry is the ability of a student to enroll in a program at any point of the curriculum provided prerequisites are satisfied.

State Consultant is the curriculum specialist from the Wisconsin Technical College System who is responsible to monitor statewide programs to keep them in compliance with state statues, accreditation and certification requirements.

Vocational Diploma Program is a program based on local needs of business and industry and which are designated to assist persons preparing for, remaining, or advancing in an occupation and have a minimum of 2 vocational credits and a maximum of 70 vocational credits (WBVTAE).

Wisconsin Technical College System is formerly known as the Wisconsin Vocational, Technical and Adult Education which under the direction of a State Director, establishes policies for the statewide technical college system of Wisconsin.

Wisconsin Technical College System Board is formerly known as the Wisconsin Board of Vocational, Technical and Adult Education, provides governance to the Wisconsin Technical College System.

CHAPTER 2

REVIEW OF THE LITERATURE

Curriculum evaluation

A conventional vocational curriculum planning and instructional development process include: conducting a survey, developing program goals and objectives, conducting an occupational analysis, developing a course of study, developing units of instruction, developing lesson plans, providing instruction, follow up study of students and evaluating the vocational program. The nature of the project lend for a review of literature focued on the evaluation and instructional design components of the process.

Evaluation is a process or a system of processes that allows data to be gathered and analyzed in order to enable decision makers to either suspend, modify, expand, or delete a given curriculum. The data gathered will also help identify the weaknesses and strengths of the curriculum in terms of delivery or implementation, student outcomes and success in a program, and meeting the workforce needs of the industry. Ornstein and Hunkins (1993) explored the nature and purpose of evaluation in making curricular changes. The authors

discussed not only the various theories, models and practices of curriculum evaluation but also the many reasons why evaluation should be done regularly. These reasons include: "to enlighten consumers and practitioners, to help them make decisions, and to increase their options and choices" (p. 350).

Instructional design

As soon as some decisions are made on the status and future of the program, one can comfortably start to look at how the instruction will look like. Instructional design, simply put, is a plan of instruction or teaching so that the goals of the program are met effectively and efficiently. Kemp (1985) identified four key elements of any instructional design process. He claims that the following questions can be applied in any planning model:

1. For whom is the program being developed? (characteristics of learners or trainees)
2. What do you want the learners or trainees to learn or be able to do? (objectives)
3. How is the subject content or skill best learned? (teaching/learning methods and activities)
3. How do you determine the extent to which the learning has been achieved? (evaluation procedures). (p. 10)

The four fundamental elements of instructional

design - learners, objectives, methods and evaluation form the framework of any systematic instructional design. Once in place, it becomes a process that can be recycled as often as needed to keep programs abreast with the workforce needs of the industry. Evaluation of the program initiates the process to make decisions towards maintenance, revision or deletion of the program.

Occupational analysis

One way that vocational programs are evaluated is by conducting a related occupational analysis. Occupational analysis defines a worker's role on the job. This analysis serves an important function in providing the worker an understanding of the job requirements as well as his/her responsibilities and functions (Conduct an occupational analysis, 1988).

Another indicator of a vocational program's relevance to the local economy is a community survey on current employment on the specific industry. A "community survey is designed to provide comprehensive information concerning current employment" (Prepare for a community survey, 1990, p.3). A good survey will provide important information about occupationally

specific opportunities, training needs, resources, training facilities and individual needs and goals which will assist educators to plan or modify curricula to become more responsive to the needs of the industry.

Another strategy used to evaluate and develop curriculum is DACUM (Developing A Curriculum, 1975). Halfin and Nelson (1977) describe DACUM as an approach that uses the expertise of workers and supervisors to describe competencies expected of employees when they enter an occupation. According to Norton (1987), DACUM tries to analyze an occupation to help develop a valid list of competencies in two days by determining the tasks that must be performed by persons employed in a specific occupation or in an occupational area. DACUM helps establish a relevant, up-to-date and localized curriculum base for vocational programs. DACUM also helps get maximum input from the business and industry that are going to employ the students being prepared by the vocational and technical educational institutions. By getting the employers involved in the DACUM process, the college sends a message to the employers of its seriousness to train students to tasks that are of value to the industry. Norton (1985), claims that DACUM

accomplishes to identify:

1) competencies that should be addressed in the development of new educational programs;
2) the competencies that should be delivered by existing educational programs; and
3) the current relevance of existing DACUM chart.

Curriculum models

Curriculum models in the alteration and clothing programs that serve the needle trade industry have been developed in other states. In 1989, the Office of Vocational, Technical, and Adult Education of the Mississippi State Department of Education, developed standardized curriculum for two courses in commercial garment and apparel construction. The curriculum developers collaborated with the needle trade industry to include competencies in needle trade techniques in garment construction in these courses. The students must then demonstrate performance record based on acceptable practices in the needle trade industry.

In California, Stanley (1988) developed a successful vocational program in fashion merchandizing by involving the fashion industry in a fashion symposium and competition program. The collaborative

event helped the college in the recruitment, retention, training and placement of students. The college also strengthened its relationship with the private sector. The fashion industry benefited by increasing the pool of their future employees who will be equipped with technical skills, creativity and talent.

The method used by the Georgia University (1990) to develop a program guide in standard fashion production and management was to interview local employers. The purpose of the program guide was primarily to help students develop skills needed to become a qualified alterationist or any related job in the industry. Earlier, in 1981, Fraser and in 1983, Davidson and Morris developed textile and clothing curricula guides for their home states. The curricula included acceptable concepts and practices in their local needle trade industry. These concepts and practices are demonstrated on the performance checklist of students.

Summary

The development of an existing curriculum is facilitated by performing a program evaluation. The result of the evaluation as well as collaboration with

the industry to identify current and acceptable concepts, practices, skills and competencies are important in the design of the instructional plan as well. Koret (1994) expressed the importance of the partnership between the educators and the employers in his article on preparing a world class workforce. A curriculum should cover a broad range of skills both practical and basic that are market driven and in an environment of a state of the art technology to guarantee training in the latest techniques and procedures. This curriculum is delivered best when the industry is engaged and involved in its development, implementation and evaluation.

CHAPTER 3

METHODOLOGY AND PROCEDURES

Utilizing the developmental problem-solving methodology, six procedures were utilized to develop the modified 2-year Alteration and Textile Services diploma program, Appendix B. First, a review of literature was conducted to obtain (1) a summary of the concepts of curriculum evaluation and instructional design, (2) opinions of experts on the use of DACUM in identifying current and future competencies of an occupation or occupational area and (3) models and sample formats on modifying curriculum in an occupational area to meet the needs of the industry. Second, the DACUM chart prepared by a vocational curriculum specialist was analyzed. Third, the result of the surveys on local employers in the needle trade industry was analyzed. Fourth, a formative committee was formed which included a program development specialist, two faculty, a member of the advisory committee and seven employers from the local needle trade industry.

The formative committee, Appendix C, drafted the recommendations for the modification of the vocational

program in the clothing area. This committee met three working days (once in June and twice in July of 1992). The committee reviewed the DACUM results and formulated recommendations for the modification of the three clothing diploma programs at MATC which was approved by the clothing programs advisory committee in October 1993. This committee also designed, conducted and gathered the result of surveys done in the fall of 1992 and the summer of 1993, Appendix D.

Fifth, a summative committee, Appendix E, was formed which included the dean, associate dean for the programs, the state consultant for the program, three faculty and two members of the advisory committee. This committee reviewed the recommendations made by the formative committee for program modification and implementation based on the DACUM study and the result of the surveys done in 1992 and 1993. The committee met seven times (twice in March and five times in April 1994) each meeting lasting at least three hours. The committee formulated the curriculum of the proposed 2-year diploma program in Alteration and Textile Services that would replace the three existing clothing programs which they recommended to be deleted from the MATC

state approved diploma programs i.e., Industrial Sewing Operator Training (one semester), Alterationist (one year) and Tailor (two years). The committee further sequenced the courses within the two-year time frame, allowing for job out and re-entry. They also wrote the course descriptions of all of the new courses developed for the Alterationist and Textile Services diploma program.

Sixth, the proposed Alterationist and Textile Services diploma program was submitted for initial approval to the advisory committee of the clothing programs in December, 1993, Appendix F. The advisory committee unanimously approved the new program in their April 1994 meeting, Appendix G.

The next step was for the President of MATC to endorse and submit the program approved by the advisory committee to the Wisconsin Technical College System Board for state approval which was done in their May 25, 1994 board meeting, Appendix H. The final step was the approval by the State of Wisconsin Educational Approval Board, Appendix I.

Assumptions

For this practicum, it was assumed that the surveys and DACUM would provide the best information for the occupational competencies needed by the needle trade industry in the Milwaukee Area. It was also assumed that the formative and summative committees would provide unbiased recommendations for the occupational program modifications. It was further assumed that appropriate principles in curriculum evaluation and development would be used in the developmental process.

Limitations

The recommendations were limited to the curriculum needs of the vocational program in clothing at MATC and the employee needs of the needle trade industry in the Milwaukee area. Another limitation was that the recommendations were based on the DACUM and surveys conducted in the Milwaukee area.

Chapter 4

RESULTS

The review of literature which included the works of Ornstein and Hunkins (1993) on curriculum foundations, principles and theories and Norton (1985, 1987) on DACUM, demonstrated the effective use of employer surveys and DACUM when curricula are evaluated to develop and design either a modification or a replacement curriculum for either a specific or cluster occupational programs. Curricula developed using these strategies seem to be more responsive to current and projected workforce needs of the targeted industry. The employers also felt a sense of ownership of the educational program hence are more committed to form a partnership with the college. Some models and curricula format and instructional design were reviewed to help the summative committee in formulating the proposed curriculum for the Alteration and Textile Services Diploma Program (ATSDP).

The formative committee met in June to discuss the preliminary search on clothing industry competencies done by the facilitator who also served as a member of the committee. The preliminary search was done on the

request of the dean as recommended by the program evaluation committee of MATC and the clothing program advisory committee in the Spring of 1992. During this meeting, the committee agreed to utilize DACUM panels for each of the programs. The one-year Alterationist Diploma program (ADP) and the two-year Tailor Diploma program (TDP) were to have a shared panel of eight representing three areas of the industry that typically employed the graduates from these programs i.e., bridal wear, menswear tailoring and the self-employed. Eventually, only seven served on the panel.

The one-semester Industrial Sewing Operator Training Diploma program (ISOTDP) had a seven-member panel which included manufacturers of airplane seat covers, bowling shirts, stylish women's wear and vestment and other church items. Each of the DACUM panels met for a full day in July. Appendix J shows the DACUM panels preliminary report, includes the overview of the activities, discussions, DACUM charts and the Clothing Management Occupational Matrix Duties and Tasks that the two DACUM panels produced. The report also included a list of recommendations that the facilitator developed from working with the DACUM

panels and her independent research on the needle trade occupation competencies. Eight of the DACUM panels from both groups eventually were invited to be a part of the formative committee.

The summative committee met seven times to analyze, the DACUM report, the result of the two surveys done in the Fall of 1992 and Summer of 1993 as well as the recommendations of the facilitator of the formative committee. The result of the surveys are found in Appendix C. The summative committee decided to cluster the competencies and then matched the clusters with existing courses of the current three clothing programs. It became evident that overlapping of courses took place hence the committee decided to design a curriculum without regard of the existing programs. The curriculum appeared to be a combination of all three programs hence they decided to delete all three programs and designated the curriculum that emerged from the DACUM and surveys as the proposed two-year Alteration and Textile Services Diploma program. Many discussions centered on deciding which clusters to include, exclude and combine in existing courses. Eventually, new courses were identified and developed.

Also, the involvement of the state consultant and the Dean facilitated the selection and inclusion of critical occupational competencies.

The next step was to assign credit hours on each of the courses taking into consideration the number of hours needed for hands-on skill training and theory. More discussions ensued on the sequencing of the courses. Debate was made on which courses would be offered as semester courses, which are to be quarter courses and which courses are to offered in the two MATC campuses which house the clothing programs and in what semester or quarter of the two-year program specific courses would fit in. Additionally, the issues of pre-requisites and advance standing were discussed since the intent of the program is to allow students to job-out at any point of the program as well as allowing open entry admission for the currently employed prospective students. Once again, the state consultant and the Dean facilitated the resolution of these issues and concerns. One of the suggestions was to develop practical and written tests to assess students for possible advance standing status without losing credit towards meeting graduation requirements. Another

suggestion was to offer MATC certificate of completion for any of the identified competency clusters recognized by the industry for employment.

The ATSDP was presented to the clothing advisory committee for initial approval on its December 2, 1993 regular meeting, Appendix F. The final approval by the clothing advisory committee took place in its regular board meeting on April 21, 1994, Appendix G, when issues on prerequisites, job-out, open entry were given appropriate responses.

The final steps included the endorsement of the ATSDP by the President of MATC and the submission for approval of the program as a consolidation of the current three clothing programs to the Wisconsin Technical College System Board (WTCSB). The WTCSB approved the two-year Alteration and Textile Services Program on its May 25, 1994 regular board meeting. Appendixes H and I show the letters of approval from the WTCSB and the Stae of Wisconsin Educational Approval Board. Appendix B shows a copy of the program as it appears in the MATC 1995 academic year catalog.

Chapter 5

DISCUSSIONS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

The compilation and analysis of the survey and DACUM were facilitated by studies in curriculum evaluation and development theories. The completion of the practicum provided for a diploma program in the needle trade industry that is more responsive to its current and future workforce qualifications.

Most often it is difficult to modify existing occupational programs especially when the bargaining unit of the faculty and the faculty themselves fear losing teaching positions. Program evaluation could soften the threat of program modification to faculty as Ornstein and Hunkins (1993) explained in the chapter on curriculum evaluation of their book. DACUM has also been used to provide direction that facilitates decisions on program development (Halfin & Nelson, 1977; Adams, 1985; Norton, 1985, 1987). These scholarly works clearly demonstrated that when curriculum and program planning is shared with industry or current and projected employers of the occupational area(s),

faculty, administrators, advisory committees and students are more receptive with change. The research done by the program development specialist on occupational competencies facilitated the process to delete current programs and develop a new program that would reflect the strengths of all three programs while instituting new and additional competencies that would be more responsive to the workforce needs of the industry into the 21st century. Similarly, the curriculum guides developed by Fraser, 1981; Davidson, 1983; Stanley, 1988; Mississippi State Department of Education, 1989 and Georgia University, 1990, were reflective of the practices in their local needle trade industries.

The lead instructor of the clothing program in the main campus of MATC and the other faculty, full and part time, were consulted and invited to be involved at each step of the curriculum restructuring project. Soon after the result of the program evaluation of the clothing programs were released by the MATC Program Evaluation Committee in the Spring of 1992, the faculty decided to participate in the decision process that would determine the future of the diploma programs in

Industrial Power Operator Training, Alterationist, and Tailor. The administrators, the Dean and Associate Dean who were responsible for the administration of the program, kept an open communication with faculty and the advisory committee. Given these dynamics of the process in the development of the finished product, the Alteration and Textile Services 2-year diploma program evolved with competencies that will prepare skilled workforce of the 21st century for the needle trade industry in the Milwaukee area.

The information provided by the DACUM panels which were integrated in the curriculum of the ATSDP will be helpful to provide direction in future capital, equipment, computer, software, and audio visual needs of the clothing department. The process to determine the instructional needs of the clothing programs, both in faculty, full time and part time as well as laboratory and office space requirements and supplies, will become objective since it will be focused on curricular needs.

The two-year Alteration and Textile Services diploma program will be in full implementation beginning Fall semester of academic year 1994-1995. The

continuing students from the former clothing diploma programs will be transitioned into the new program to enable them to meet their graduation requirements.

Conclusions

The faculty, full and part time, of the Alteration and Textile Services diploma program are in full agreement with the courses, its descriptions, structures and sequencing including student admission requirements. The employers are looking forward to the competencies that the graduates of the program will bring to the industry. Some members of the advisory committee, employers and current employees of the needle trade industry in the Milwaukee area have expressed their intention to enroll in some of the new courses in the ATSDP. More importantly, the counsellor for the program reported a 90% enrollment in the program as of July 8, 1994 which never happened in the last five years. He anticipates a probable wait list before the start of the 1995 Fall semester.

Implications

A set of recommendations was developed to help modify existing programs in the clothing area. The recommendations were useful in identifying competencies

in the courses that were developed for the modified clothing program in Alteration and Textile Services.

The recommendations provided information to help the college staff to make decisions in the modification of the clothing programs. The modified program, Alteration and Textile Services diploma will hopefully attract new and more students and that the graduates from the new program will meet the needs of the local needle trade industry employers.

The competencies identified in the surveys and DACUM provided accurate course objectives that will prepare students to become the skilled workforce of the 21st century in the needle trade industry. The competencies also provided direction in future capital, equipment, computer, software, and audio-visual needs of the clothing department as well as instructional needs both in faculty and classroom and laboratory supplies.

Recommendations for the Improvement of Practice

The success of the Alteration and Textile Services diploma program will not be evident until the first graduating class leaves MATC in May of 1996. A program evaluation should be requested in 1997 to track the

number of graduates who would be employed in the needle trade industry. Meanwhile, within the next two years, the program should be monitored on its enrollment, retention, job-out and open entry rate. The Employment Development Center of MATC should be requested to assist the division to follow-up the 1996 graduates. The faculty should provide the advisory committee an update on the status of the program, the progress of transitioning students from the old curricula into the ATSDP. Finally, the program's success will be measured by its enrollment, retention and graduation rate and the employment of its graduates, including those who start their own business or chose to be self-employed as well as those who job-out and re-enter the program to complete the graduation requirements for the diploma. Finally, the faculty should continue to dialogue with the local, state, national and international needle trade industry to be current with trends and projections in its workforce requirements.

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APPENDIXES

MODIFICATION OF THREE CLOTHING DIPLOMA PROGRAMS IN THE CONSUMER AND HOSPITALITY SERVICES DIVISION

APPENDIXES

Appendix A

Original Catalog Descriptions prior to the

1995 MATC Catalog

CLOTHING PROGRAMS

Milwaukee can boast of a healthy needle trades industry, having over 20 sizeable industrial firms specializing in everything from adult's and children's clothing, to sporting goods, to vestments for the clergy. Major department stores, plus smaller clothing and tailoring shops, and fabric care operations provide numerous opportunities for employment. Then too, if you are an ambitious entrepreneur who desires to be self-employed, you will find there's a demand for your alteration and sewing services in a small business operation.

If your sights are set on a career in the needle trades, Milwaukee Area Technical College offers you three diploma programs to select from:

1. Alterationist is a one-year diploma program that is designed to assist you in acquiring basic knowledge and skills in the construction, fitting, alteration, and repair of clothing. This program also constitutes the first year of the two-year Tailor program.
2. Industrial Sewing Operator Training is a one-semester diploma program designed to train you to work as a sewer using industrial-grade machines.
3. The two-year Tailor diploma program offers you an opportunity to expand upon and refine the basic skills developed in the Alterationist program. You also will be introduced to advanced techniques for dressmaking and tailoring, coupled with specialized training in made-to-measure clothing.

A new one-semester diploma program, Fabricare Specialist, is presently under development, and will enroll students in September, 1990. This program will prepare students to work in dry cleaning establishments performing duties such as general cleaning of garments, stain removal, pressing, customer relations, and employee supervision.

All of the clothing programs prepare you for an occupation in the needle trades. The primary difference among them is career focus. Alterationist is directed at the alteration, fitting, and tailoring of garments, and the Tailor program expands upon these skills, with particular emphasis on custom-fitted garments. The Industrial Sewing Operator Training program stresses the operation and care of commercial machines in preparation for industrial employment as a sewer.

Any of the courses in these programs are available to your business on a contract basis, either at your business site or at one of the MATC campuses. For more information, contact the Outreach Team Member for Consumer and Hospitality Services at 278-6564.

If you wish to continue your training after completing one of the programs in the group, a few options are available to you. Successful completion of the Alterationist program satisfies the first-year requirements of the two-year Tailor diploma program. If you have successfully completed the Industrial Sewing Operator Training program, two courses, specifically 301-368 Mathematics for the Needle Trades and 801-341 Applied Communications, satisfy like requirements of the Alterationist and Tailor programs.

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Industrial Sewing Operator Training — Diploma

Consumer and Hospitality Services Division — Milwaukee Campus

Overview — Industrial Sewing Operator Training is a one-semester diploma program that has been designed to prepare you for employment in the manufacturing industry by providing practical training in a simulated shop. Related instruction accompanies the shop work, and includes the care and operation of industrial-type machines, to include the single-needle machine, plus one or more of the following: double-needle, lockstitch, blindstitch hemmer, buttonholer, zigzag, button tacker, safety stitch, merrow, bartacker, and embroidery machine. Individual industrial sewing courses are also offered on a part-time basis.

Career Outlook — Upon completion of the program, graduates usually locate employment as sewers in the various garment manufacturing and knitwear industries. Another possible line of work would be as a sewer of canvas, plastic, or leather goods.

Career Preparation — Employers expect graduates of the Industrial Sewing Operator Training program to be able to:

- Operate and maintain cutting tools and industrial machines correctly
- Practice safe methods of work performance
- Plan and organize sequence of work for efficiency
- Demonstrate knowledge of fabrics, their structure, and performance in sewing
- Demonstrate basic communication and mathematical skills
- Demonstrate effective relations with co-workers, supervisors, and employers
- Understand and follow directions
- Demonstrate a high degree of dexterity

Preparation for Admission — A high school diploma or GED is desirable; however, demonstration of proficiency in basic skills when applying for admission to the program, may be all that is necessary. In addition, your success in this program will depend on your ability to manipulate your hands and fingers swiftly and accurately. You should enjoy sewing and be willing to perform repetitive tasks.

For more information, call 278-6370.

FIRST SEMESTER

		Semester Usually Offered	Prerequisites	Credits
[illegible]	Industrial Sewing 1 (FS)			3
[illegible]	Industrial Sewing 2 (FS)		101, 101	3
[illegible]	Industrial Sewing/Job Readiness (FS)			3
[illegible]	Mathematics for the Needle Trades (FS)			1
[illegible]	Applied Communications (FS)			2
TOTAL CREDITS:				10

Semester Usually Offered Key: F = Fall S = Spring M = Summer

30-301-4

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Alterationist — Diploma

Consumer and Hospitality Services Division — Milwaukee and West Campuses

Overview — Alterationist is a one-year diploma program that is designed to assist you in acquiring basic knowledge and skills in the construction, fitting, alteration, and repair of men's and women's clothing. On the Milwaukee Campus, the operation of an alteration business in the classroom provides experience working with and for customers, determining charges for services, altering garments, and managing all phases of the business.

Career Outlook — There is always an employment market for trained alterationists. Depending on competency level, employment may be located in the alterations departments of specialty and department stores, and custom clothiers; with hotel valet and rental services; at fabric care operations; and with furriers. Self-employment is another possibility and affords the option of working out of your own home.

Career Preparation — Employers expect program graduates to be able to:

- Operate and maintain cutting, sewing, and pressing equipment correctly and safely
- Select appropriate fabrics for designs and figure types
- Alter patterns and correct fitting problems in sequence of work for efficiency
- Demonstrate basic sewing techniques used in the construction of garments
- Alter and repair garments for men, women, and children
- Maintain accurate customer and business records
- Demonstrate communication and mathematical skills

Preparation for Admission — The following is required for admission to the program:

- Demonstration of proficiency in basic skills through admissions assessment

To be successful in the program you should be able to manipulate your hands and fingers rapidly, have good vision (normal or corrected), enjoy sewing, and be willing to work to quality standards. A high school diploma or GED is recommended.

Future Opportunities — The Alterationist program constitutes the first year of the two-year Tailor diploma program. If you elect to pursue the Tailor diploma, you will have an opportunity to expand the basic skills acquired during the first year, and refine your skills in alterations, custom dressmaking, and tailoring.

For more information, call:

Milwaukee Campus — 297-6370
West Campus — 456-5310

SIXTEEN-WEEK TERMS

		Sequence	Credits	Hours
101-318	Garment Construction 1	1-F	5	12s
101-319	Power Sewing 1	1-F	2	3s
101-323	Repair and Alteration of Ready-to-Wear 1	1-F	5	10s
101-368	Mathematics for the Needle Trades	1-FS	1	2r
109-330	Economic and Job Relations	1-F	1	2r
			15	29
101-321	Power Sewing 2 *Prereq Read*	2-S	2	3s
OR				
101-385	Apparel Design Principles	2-S	(2)	(1r 2s)
101-324	Repair and Alteration of Ready-to-Wear 2	2-FS	4	8s
101-325	Garment Construction 2 *Prereq Read*	2-S	5	12s
101-334	Textile Science	2-S	1	2r
101-339	Tailoring and Fitting Problems *Prereq Read*	2-S	4	7s
			17	32

TOTAL CREDITS: 32

Hours per Week: r = related, s = shop, c = clinical, o = other

Sequence:
Number (1, 2, etc.) = Semester/quarter course taken
Course Usually Offered: F = Fall, S = Spring, M = Summer

NOTE: The Alterationist diploma curriculum is undergoing major changes for the fall of 1994-95. See the program counselor or adviser for the current curriculum requirements.

31-301-3

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Tailor — Diploma

Consumer and Hospitality Services Division — Milwaukee Campus

Overview — MATC's two-year Tailor diploma program is designed to meet employment needs for skilled dressmakers and tailors. Coursework includes industrial and conventional tailoring techniques, along with advanced dressmaking skills. You may elect to work in a specialty area, such as bridal and formal wear, uniforms, or men's suits. If you are a student on the Milwaukee Campus, you will also operate a custom dressmaking and tailor shop to gain experience in shop management and customer relations. If you completed the Alterationist program, you will be admitted to the second year of the program, which builds upon the basic skills you have learned.

Career Outlook — Even though the apparel market is dominated by the ready-to-wear industry, there is a steady market for custom-made clothing for men, women, and children. In addition to the traditional avenues for employment available to alterationists, such as in alterations departments, fabric care centers, valet and rental services, etc., graduates of the Tailor program have specialized skills in made-to-measure clothing. Possible position titles include dressmaker, tailor, and fitter.

Career Preparation — When you are seeking a job situation, employers will expect you to have all of the capabilities listed under the Alterationist program. You should also be able to:

- Advise customers in the selection of attractive design lines and fabrics for particular figure types
- Grade patterns up and down a range of sizes with accuracy
- Perform custom and industrial dressmaking and tailoring techniques in the construction of dresses, suits, coats, and formal wear
- Perform alterations with speed and accuracy

Preparation for Admission — The following is required for admission to the program:

- Demonstration of proficiency in basic skills through admissions assessment

The key to your success in the program will be the ability to diagnose fitting problems, determine corrective measures, execute appropriate sewing techniques, and develop efficiency and speed coupled with accuracy. A high school diploma or GED is recommended.

For more information, call 297-6370.

SIXTEEN-WEEK TERMS

		Sequence	Credits	Hours
301-318	Garment Construction 1	1-F	6	12s
301-319	Power Sewing 1	1-F	2	3s
301-323	Repair and Alteration of Ready-to-Wear 1	1-F	5	10s
301-368	Mathematics for the Needle Trades	1-FS	1	2r
409-330	Economic and Job Relations	1-FS	1	2r
			15	29
301-324	Repair and Alteration of Ready-to-Wear 2	2-FS	4	8s
301-325	Garment Construction 2 *Prereq Read*	2-S	6	12s
301-334	Textile Science	2-S	1	2r
301-339	Tailoring and Fitting Problems *Prereq Read*	2-S	4	7s
301-321	Power Sewing 2 *Prereq Read*	2-S	2	3s
OR				
301-385	Apparel Design Principles	2-S	(2)	(1r 2s)
			17	32
301-340	Industrial Tailoring Techniques *Prereq Read*	3-F	6	12s
301-342	Conventional Tailoring Techniques *Prereq Read*	3-FS	4	8s
301-358	Formal and Specialty Wear *Prereq Read*	3-F	4	7s
301-341	Apparel Communications	3-FS	2	4r
			16	31
301-338	Machine Techniques (Alterations) *Prereq Read*	4-S	5	10s
301-356	Coat Making (Custom Techniques) *Prereq Read*	4-S	4	8s
301-361	Alteration Services *Prereq Read*	4-S	4	8s
301-389	Entrepreneurship/Needle Trades	4-FS	2	4r
			15	30
TOTAL CREDITS:			**63**	

Hours per Week: r = related, s = shop, c = clinical, o = other

Sequence:
Number (1, 2, etc.) = Semester/quarter course taken
Course Usually Offered: F = Fall, S = Spring, M = Summer

NOTE: The Tailor diploma curriculum is undergoing major changes for the fall of 1994-95. See the program counselor or advisor for the current curriculum requirements.

32-301-1

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Appendix B

1995 MATC Catalog Description of the Modified Alteration and Textile Services 2-Year Diploma Program

CLOTHING AND UPHOLSTERY PROGRAMS

Milwaukee can boast of a healthy needle trades industry, having sizeable industrial firms specializing in everything from adult's and children's clothing, to sporting goods, to vestments for the clergy. Major department stores, plus smaller clothing and tailoring shops, and fabric care operations provide numerous opportunities for employment. Then too, if you are an ambitious entrepreneur who desires to be self-employed, you will find there's a demand for your alteration and sewing services in a small business operation.

If your sights are set on a career in the needle trades, Milwaukee Area Technical College offers you these programs to select from:

1. **Alteration and Textile Services** is a two-year diploma program with emphasis in three areas of the needle trades:
   - The **alterations** emphasis is designed to assist you in basic knowledge and skills in the construction, fitting, alteration, and repair of clothing.
   - The **production sewing** emphasis trains you to work on industrial machines producing a number of the same items.
   - The **custom sewing** emphasis is designed to train you in the construction and fit of sewn items for customers. Emphasis is placed on leather, bridal, and tailored suits and coats.
2. **Upholstery** is a two-semester diploma program directed at repairing and rebuilding upholstered furniture as a career. Upon completion of the first term of the program, you may choose to receive an **Applied Upholstery Techniques** certificate.
3. MATC also offers a **Drapery Workroom Specialist** certificate. See Design and Drafting programs for more details.

Any of the courses in these programs are available to your business on a contract basis, either at your business site or at one of the MATC campuses. For more information, contact the WorkForce Development Institute at 297-7100.

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Alteration and Textile Services -- Diploma

40

Consumer and Hospitality Services Division -- Milwaukee and West Campuses

Overview -- Alteration and Textile Services is a two-year diploma program designed to build a solid foundation of knowledge and skills in the construction, fitting, alteration, and repair of apparel and textile products. The program's first year is offered at both the Milwaukee and West Campuses; the second year at the Milwaukee Campus. Operation of classroom alteration and custom sewing businesses provides experience working with and for customers. Determining charges for services, altering garments, business management, and customer relations are incorporated into the curriculum. Additional emphasis is placed on production sewing, design, bridal wear, and leather construction.

Career Outlook -- Employment opportunities may be found in the alterations departments of specialty and department stores, vault and rental services, and fabric care operations. Self-employment for custom clothiers and sewers of textile products is growing. Demand for small production sewing runs and the attention to fit, design, and quality provided by custom clothiers and textile sewers are the result of increases in overseas manufacture of ready-to-wear. The Occupational Handbook predicts a 12% increase in self-employed small businesses of sewn products and garments by the year 2000. Specific career focuses include: Alterations Specialist, Bridal Specialist, Contract Sewer, Costume Specialist, Custom Clothier, Dressmaker, Fitter, Image Consultant, Sample Maker, Tailor, Wearable Art Creator, and Fabric Store Manager.

Career Preparation -- Employers expect you as a program graduate to be able to:

- Select appropriate design principles and fabrics for figure types and end use
- Adapt patterns for design and grade for various sizes
- Demonstrate pattern alterations, basic sewing techniques, and problem-solving skills used in construction and fitting of garments and sewn products
- Alter and repair sewn products and apparel
- Operate and maintain cutting, sewing, and pressing equipment correctly and safely (domestic and industrial)
- Develop speed and efficiency coupled with accuracy
- Demonstrate communication and customer relations skills
- Maintain accurate customer and business records
- Demonstrate mathematical skills

Preparation for Admission -- The following is required for admission to the program:

- Demonstration of proficiency in basic skills through admissions assessment

To be successful in the program you should be able to manipulate your hands and fingers with speed and accuracy, have good vision (normal or corrected), and be willing to work to quality standards. A high school diploma or GED is recommended.

For more information, call:

Milwaukee Campus -- 297-6370
West Campus -- 456-5310

32-301-2

This curriculum is pending State Board review and is subject to change.

SIXTEEN-WEEK TERMS

			Credits	
		Sequence		Hours
301-304	Machine Operation and Maintenance	1-F	3	6a
301-306	Alterations 1 *(1st 8 weeks)*	1-F	3	4r 8a
301-308	Alterations 2 *Prereq Read (2nd 8 weeks)*	1-F	3	4r 8a
301-310	Pant and Skirt Fit/Construction *(1st 8 weeks)*	1-F	3	12a
301-312	Shirt, Blouse, and Dress Fit/Construction *(2nd 8 weeks)*	1-F	3	12a
301-368	Mathematics for the Needle Trades	1-F	1	2r
			16	32
301-314	Apparel Design Principles	2-	2	2r 2a
301-316	Textiles	2-	2	4r
301-320	Alterations 3 *Prereq Read (1st 8 weeks)*	2-	3	4r 8a
301-322	Alterations 4 *Prereq Read (2nd 8 weeks)*	2-	3	4r 8a
301-326	Jacket and Coat Fit/Construction *Prereq Read (1st 8 weeks)*	2-	3	12a
301-328	Production Sewing *Prereq Read (2nd 8 weeks)*	2-	3	12a
			16	32
301-330	Communication Skills for Needle Trades	3-	2	4r
301-332	Custom Sewing Shop	3-	3	6a
301-336	Children's and Activewear Fit/Construction *Prereq Read*	3-	3	6a
301-344	Bridal and Formal Wear Fit/Construction *Prereq Read (1st 8 weeks)*	3-	3	12a
301-346	Bridal and Formal Wear Alterations *Prereq Read (2nd 8 weeks)*	3-	2	4r 4a
301-389	Entrepreneurship/Needle Trades	3-FS	3	6r
			16	34/30
301-348	Patternmaking and Grading *Prereq Read*	4-	2	2r 2a
301-350	Tailoring and Fitting *Prereq Read*	4-	2	6a
301-352	Leather, Suede, and Synthetic Leather Fit/Construction *Prereq Read (1st 8 weeks)*	4-	3	12a
301-354	Advanced Alterations -- Leathers and Suits *Prereq Read (2nd 8 weeks)*	4-	2	4r 4a
301-364	Alteration and Textile Services Internship *Prereq Read*	4-	3	12a
	OR			
301-360	Specialty Sewing *Prereq Read (1st 8 weeks)*	4-	(3)	(12a)
301-362	Garment Pattern Construction 1 *Prereq Read (2nd 8 weeks)*	4-	(3)	(12a)
			16	34/30
TOTAL CREDITS:			**64**	

Hours per Week: r = related, s = shop, c = clinical, o = other

Sequence
Number (1, 2, etc.) = Semester/quarter course taken
Course Usually Offered: F = Fall, S = Spring, M = Summer

Appendix C

Formative Committee Members

Teresa Lie Kelley	Program Development Specialist
Marcia Arndt	Full-time Faculty
Catherine Devries	Full-time Faculty
Cindy Borlan	Chairperson, Alterationist/ Tailoring Advisory Committee
Vivian Newman	Sew Perfect Alterations
Susan Pappalardo	John's Shoe Service
Judy D'Amato	Mullenback Fashions
Mildred Dodson	Margie's Bridal
Princey Nordstrom	Made Especially for You
Joan Rahfaldt	Seams-Be-Fitting
Olga Rouselatos	Modern Clothing Company

Appendix D

Results of Survey

BRIDAL & FORMAL WEAR

IDENTIFY THE MORE COMMON NOVELTY FABRICS

CONSTRUCT SPECIALIZED GARMENTS

PRODUCE BRIDAL, EVENING WEAR, COSTUMES

PROPER USE OF BRA CUPS

APPROPRIATE HEM LENGTHS FOR BRIDAL PARTY (UNIFORM)

SHORTENING BRIDAL & FORMAL GOWNS FROM THE WAIST

SEW STRAIGHT ROLLED HEM

APPLY SHIRRING, APPLIQUES, AND OTHER FINISHES

APPLY HAND EMBROIDERY & OTHER HAND DETAILED STITCHING

RESPONSES FROM SHOP PERSONNEL

BRIDAL MAGIC - Sharon (seamstress-owner)

—All garments are customer ordered. Custom sewing for children's garments and headpieces only

—A fitter and a seamstress - an artist - ability to look at garment to see what is needed - fitting and sewing done by same person

—Appropriate lengths - hem length of tallest girl is length of all dresses so all hems are same length on photographs

—Shorten garment from waist

—Shorten lace hems (sleeve and skirt)

—Meticulous hand sewing - beading

—The use of velcro for veiling

—Bustles

—Proper use of bra cups (enhancers)

—Ability to take in at the back zipper seam to avoid side seam alterations

BRIDAL SWEET - Sherry, owner

—Business comprised both of special order and custom sewing

—Fitting and taking measurements extremely important

—Accurate stitching

—Knowledge of textiles in relationship to sewing and pressing

—Serging machine operation

—Use only industrial machines

—Fitter and seamstress are one - selling background helpful

BRIDAL WORLD - Donna

—All special order, no custom sewing

—Know fitting and measuring

—Ability to sew a straight, rolled hem (if applicant can do this, they have potential to succeed)

—Use a combination of domestic and industrial machines

—No need for textile knowledge

—Separate skilled person presses; alterationist only presses what is necessary for alterations

—Conscientious - ability and willingness to learn

CEDAR CREEK BRIDAL - Stan Kraft, Owner

—Definitely the most interested in sharing information, called back twice; has hired honor student 1990 - very pleased with her skills and abilities

—Desires employees who realize bridal business is seasonal and tiring

—Has worst experience with homesewers - takes long time to get them up-to-speed

—Seamstresses prefer to stay at machine - introverted- do not like to deal with customer during fittings - teach these skills

—Alterationist's emphasis needs to be on fitting and rebuilding (add panels, gussets)

—Textile knowledge helpful

—Hires full-time presser

—Altering lace and beaded fabrics - re-applique

—Wants employees who enact alterations being an art rather than a science

GIGI - Beverly, owner

—Ability to do alterations - no custom sewing

—Hires separate presser

—Use only domestic machines

—Alter length at waist

—Ability to crochet, do beading

—The fitter also does the alterations

HEID'S - Raida, owner

—Special order; custom sewing only for extremely difficult to fit

—Personality traits of patience and tact

—Fitter also does the alterations

—Must present sample work when applying

KAY'S - Glady

—Alterations not done on premises - makes no money, in fact often loses - can afford to do this since she owns building and lives there

—Alterationists must live near by in order to effectively service the customer

—She rated being trustworthy as Number 1

—No advertising

—Wants employees with stars out of their eyes

—Charge only for alteration being done, not a base price - fitting done in shop

—Basic sewing skills along with bustles and fine loops (hooks used instead of buttons)

—Orders larger size - prefers to take in at sides because seams are so skimpy at no charge to customer

Margie's Bridal Salon - Mr. Kohl

—Applicants must take a 3 hour test paid $4/hour whether hired or not - working at machine

—Important to have common sense of taking garment apart and putting back together- understand complicated construction

—Pin markings used for alterations as most other shops

—Bustles; shorten from waist; rolled hem; shoulder alterations; sleeve lengths; lift up applique and replace after alteration

—Learn about fabrics as the gain experience in the business

—Fitters and sewers are the same person

FASHION CENTER - Mrs. Kresge

—Does not have alterations done on the premises

STILDBACH FASHIONS INC. - Lenita

—Do not order ready-to-wear

—Custom Design - customer has own ideas and employee helps create design

—Made-to-order - customer orders from sample or brings in a photo or picture

—Textile and pressing skills important

—Ability to alter all types of designs and fabrics

—Good telephone skills

—Flat pattern and draping skills - will also train

—Detail sewing and beading

—Supply materials for 90% of customers - 10% bring in their own fabrics

TESS CHIC WEDDING CLOTHIERS - Brenda

—Applicant is tested by altering some article in store (seam finishes; release side seams; insertion of gusset; shorten hem length at waist;)

—Custom sewing and alterations on special orders

—Raise necklines

—Special lace treatments - applique to cover cleavage

—No exposed seams; double rolled hem

—Textile knowledge - what fabrics cannot be ripped

—Bustles - use of buttons instead of hooks and eyes - more secure

All of the employers interviewed were looking for competent, ambitious alterationists with a flexibility and willingness to learn. Some employers preferred to train the skills for special techniques themselves. Some shops use only industrial machines, others only domestic, and those using a combination of both. The drawback was the financial inability to offer health insurance which makes it difficult for a person in this field to afford to be self-sufficient on this income alone.

TELEPHONE SURVEY - BRIDAL SHOPS

Milwaukee Area Technical College is in the process of evaluating the curriculum for the Alterationist Program, especially related to the alterations of bridal and formal wear. We are also interested to know to what extent custom sewing is incorporated into your business. We request input from area businesses to determine that what is being taught is the most current and up-to-date information in order to best fulfill the requests we receive for prospective employees.

BRIDAL SHOPS CONTACTED

Bridal Magic
17395 W. Blue Mound Road
Brookfield
789-8204
Sharon

Bridal Sweet
1606 S. 84th St.
West Allis
258-0400
Sherry Christie, Owner

Bridal World
6100 W. Capitol Drive
Milwaukee
464-3800
Donna

Cedar Creek Bridal
5009 Columbia Road
Cedarburg
377-5050
Stan & Jan Kraft, Owners

Gigi Bridal Shop
7906 N. 76th St.
Milwaukee
241-1123
Beverly, Owner

Heim's Bridal & Apparel Shop
1013 W. Mitchell St.
Milwaukee
541-5486
Raida, Owner

Kay Bridal Shop
7237 W. North Ave.
Milwaukee
774-8020
Glady, Owner

Margie's Bridal Salon
17300 W. Blue Mound Road
Brookfield
821-5500
Mr. Kohl; Mildred

Mullenbach Fashions Inc.
738 West Wisconsin Avenue
Milwaukee
276-2854
Lenita

Tres Chic Wedding Clothiers
5416 N. Lovers Lane Road
Milwaukee
462-8855
Brenda

Fashion Center
7107 W. Greenfield Ave.
West Allis
476-7200
Mrs. Kresge

CUSTOM SEWING SURVEY
MILWAUKEE AREA TECHNICAL COLLEGE

NOVEMBER 4, 1992

Twelve surveys were sent to individuals with custom sewing businesses the beginning of October and ~~five~~ six individuals responded.

RESPONDENTS BACKGROUNDS

Owner of "Designs by Deloris", Deloris Holtman. She specializes in Bridal, Clothing for Special Events, Costuming and Fur Designs and Repair. She has five employees who sub-contract work and do it in their own home.

Based on Debbie Christianson responses she is primarily doing alterations.

Connie Johnson whose business is called "Created by Connie" made the following comments. "In my case, I am looking for a person who can solve a problem. To think logically, work efficiently to receive the proper fit and appearance and work within an appropriate time frame. Communication skills are of the utmost importance. I need to know a person understands what I want done, what needs to be done and to be able to question me. A strong desire to work because they love to sew is also crucial. Someone who is only in it for the money is not one I would choose.

Chris Hanneman is from "Trimline Tailoring". She said that good measurements were important and that posture descriptions are important. She included the following as examples:

Regular Back and Chest
Full Chest Flat Back
Head Forward Regular Chest
Sloping Full Back, Flat Chest, Flat Seat
Stout Regular Back and Chest

Regular Shoulders
Regular Chest

Sloping Shoulders
Long Neck

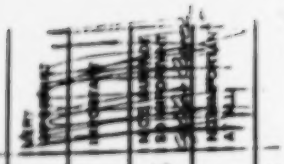
Square Shoulders
Medium Neck

High Shoulders
Short Neck

Incline at Neck

The ~~first~~ respondent was Careese Collins.

CUSTOM SEWING SURVEY
MILWAUKEE AREA TECHNICAL COLLEGE
NOVEMBER, 4, 1992



1	Operate and care for cutting and sewing equipment, both domestic and industrial, in a safe and efficient manner			19		
2	Order merchandise			16		
3	Troubleshoot machine problems; judge when to call repair person			16		
4	Keep maintenance records on each machine — Debora felt she would employ them because she has sewing machine service people do the work			13		
5	Perform basic machine maintenance			6		
6	Clean equipment — Debbie said maintenance people do this			11		
7	Thread machine and set tension			18		
8	Select appropriate supplies (e.g., match threads, buttons, zippers)			13		
9	Select appropriate equipment for each project — Debbie said she learns to get buy without being a salesperson at a shop with machine and it has the manual			1		
10	Keep current on new supplies and suppliers			15		
11	Keep current on new equipment			17		
12	Clean and maintain work station — Debbie said some supervisors feel it is the employee's job each person to clean their area, some provide a cleaning person			11		
13	Organize work station to work efficiently			17		
14	Be aware of current leading designers			11		
15	Analyze current fashion trends			16		

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RATING SCALE
PERFORMANCE FREQUENCY

DIRECTIONS: In the spaces to the right of the stated task, place a check (✓) in the box that describes how often the task is used in your place of business. Additional comments and suggestions welcome.

OCCUPATION: BRIDAL, FORMAL & SPECIALTY WEAR

DUTY:

Tasks	1	2	3	4	5
I Demonstrate Customer Relations					
A Apply customer contact skills					
1 Create good customer contact					
2 Listen to customer and study needs					
3 Formulate solutions for customer concerns					
4 Develop telephone etiquette					
B Provide customer with accurate time and cost estimates					
1 Prepare sketch or supply picture of finished garment					
2 Discuss and define any changes in garment					
C Prepare and maintain customer records					
1 Record detailed customer ticket information					
2 Record customer transactions via computer					
3 Prepare special request orders					
4 Arrange follow up on customer orders					
D Consumer awareness of current fashion trends					

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Tasks:	1	2	3	4	5
II. Identify Specialty Textiles					1
A. Compare fibers			1		1
1. Natural			1	1	11
2. Man made				1	1
B. Compare fabrics					1
1. Fabric characteristics					12
a. wovens			1	1	2
b. knits		1	1		1
c. nonwovens		1	1		
2. Performance					1
a. Stitching					4
b. Pressing					4
(1) During construction					4
(2) Final					4
C. Analyze care			2		2
D. Select and coordinate compatible fabrics, trims and threads					3
III. Perform Fitting of Customer Garments					1
A. Appraise garment fit					3
1. Discuss customer's fit preferences				1	3
2. Assess undergarments, accessories and shoes			1		2
B. Determine needed alterations on existing garment					2
1. Mark alterations					4
2. Complete alteration ticket					4

BEST COPY AVAILABLE

Tasks	1	2	3	4	5
C. Determine needed alterations on custom garment					4
1. Measure pattern					3
2. Interpret body measurements to flat pattern					1
D. Perform Alterations and Repairs					3
1. Practice alterations of closures and fasteners				1	4
a. Buttons, buttonholes and loops				1	3
b. Hooks and eyes				1	3
c. Snaps					4
d. Zippers		1			2
e. Velcro					1
2. Practice and perform alterations on bodices and sleeves				1	3
a. Raise or lower neckline		1	1		3
b. Narrow shoulder lines				1	1
c. Decrease or enlarge armholes			1		3
d. Remove or add bodice gussets or panels					4
e. Take in or let out darts			1		3
f. Shorten or lengthen bodice					4
g. Take in or let out bodice		1			3
h. Take in, let out or reshape sleeve and/or reshape cap				1	2
i. Add sleeve gussets					3
j. Shorten or lengthen sleeves			1		1
k. Cuffs			2		2
(1) Remove or add			1		1
(2) Shorten or lengthen			2		2
(3) Narrow or widen					

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Tasks	1	2	3	4	5
l. Addition or removal of lace applique					4
m. Proper use of bra inserts				/	3
E. Practice and perform shirt alterations					
1. Take in or let out waist					4
2. Take in or let out seams					4
3. Add panels or gussets			/		3
4. Length alteration					/
a. Waist adjustment			/		3
b. Hem adjustment					4
c. Lace re-application					4
d. Uniform hem length for bridal party					4
5. Bustles 4 of 4 to ...					4
F. Practice special sewing techniques					3
1. Removal of serging					4
2. Appliques, sequins, beads, trims					3
3. Hand embroidery			3		/
4. Detail stitching			2		/
5. Bastings					3
6. Seams					4
7. Seam Finishes					4
8. Hems					4
9. Fasteners					3
G. Practice and perform clothing repairs and reconstruction					/
1. Stitches and seams					3
2. Frayed seams			/		2
3. Trim			/		2

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Tasks	1	2	3	4	5
IV. Design and Construction of Accessories					
A. Headpieces/Hats					1
B. Bags			1		3
C. Gaiters			3		1
D. Pillows			1		2
E. Slips		0	1		1
F. Other (list suggestions)		0	1		1
1.					1
2.					

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Master

RATING SCALE
PERFORMANCE FREQUENCY

DIRECTIONS: In the spaces to the right of the stated task, place a check (✓) in the box that describes how often the task is used in your place of business. Additional comments and suggestions welcome.

OCCUPATION: Machine Operation in Alterations, Manufacturing and Custom Work

DUTY: Operating Machines

has not apply to my business tasks.

			Does not apply to my job	Infrequently	Fairly frequently	Frequently	Very often	
			1	2	3	4	5	
I		Demonstrate operation and use of industrial straight stitch sewing machine						
	A	Thread the machine						
	B	Set tension and stitch size to meet fabric requirements						
	C	Insert or replace bobbin in bobbin case						
	D	Demonstrate accurate stitching						
	E	Hold and feed fabric properly						
	F	Sew straight seam in prescribed [illegible]						
	G	Sew curved seam in prescribed [illegible]						
	H	Sew square corner for right angle						
	I	Sew square corner to construct details						
	J	Reset pressure, if fabric requires						
	K	Apply knowledge of textiles to sewing						
	L	According to various fabrics select the appropriate:						
		1 stitch length						
		2 type of stitch						
		3 tension setting						
		4 type of needle thickness of the cloth						
	M	Select and change sewing machine needle to meet fabric requirements						
	N	Backtack						

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Tasks							
II.	Demonstrate operation and use of domestic machine.						
	A. Thread machine						
	B. Set tension and stitch size to meet fabric requirements						
	C. Insert or replace bobbin in bobbin case						
	D. Demonstrate accurate stitching						
	E. Hold and feed fabric properly						
	F. Sew straight seam in prescribed lengths						
	G. Sew curved seam in prescribed lengths						
	H. Sew square corner for right angle						
	I. Sew square corner to contain details						
	J. Reset pressure, if fabric requires						
	K. Apply knowledge of textiles to sewing						
	L. According to various fabrics, select the appropriate:						
	1. stitch length						
	2. type of stitch						
	3. tension setting						
	4. type of needle						
	M. Change sewing machine needle to meet fabric requirements						
	N. Backtack						
III.	Workroom Procedure and Safety Rules						
	A. Identify safety procedures to be observed when using supplies and equipment						
	B. Evaluate self in terms of safety habits on the job						

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Tasks	1	2	3	4	5	
IV. Construction Techniques						14
A Cut threads throughout operation						15
B Check seam allowance throughout sewing operation		1	1	1		4
C Demonstrate the stitching of darts		2	1	1		9
D Demonstrate the stitching of the pleats		2				11
E Demonstrate topstitching of garment						2
F						3
V. Specialty Machine	1					7
A Demonstrate Domestic Serger	4			1		5
1 threading	1		1			6
2 change needles	2			2		5
3 adjust tension	1		1			7
4 change knives	2					7
5 clean and oil	1		1			8
6 handle various fabrics	2					5
B Demonstrate Industrial Serger	3			1		7
1 threading	5			1		7
2 change needles	4	1				7
3 adjust tension	3	2				7
4 change knives	3	1		1		5
5 clean and oil	3		1	1		5
6 handle various fabrics						6
C Demonstrate blindstitch hemmer		1				11
1 threading			1			11
2 adjust bite		1		1		10
3 adjust tension		1	1			10
4 clean and oil			1			11
5 handle various fabrics						

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Tasks	1	2	3	4	5	
VI. **Machine Maintenance**			1		1	
A. Analyze machine problems; determine when service call is necessary	1		1	2		6
B. Select appropriate machine attachments			1			4
1. throat plate	1	1	2	1		5
2. presser feet			2	1		1
3. specialty attachments	1	1	1	1		5
C. Perform routine machine maintenance			1			3
1. clean machine			2	1		8
2. oil machine			2	1		7
3. identify equipment needs			3	3		6
4. maintain service records			3	3		6
D. Operate and care for cutting equipment		1	1			4
1. shears, nippers			1			4
2. industrial electrical cutting equipment	1		1			4
E. Evaluate equipment and perform pressing techniques appropriate to fabric						4
						5
VII. **Work Area Organization**				1		10
A. Produce to quality standards per requirements and schedule				1		13
B. Perform within production schedule						13
C. Know operator rules in the workroom						13
D. Organize workstation to work efficiently			1			12
E. Organize equipment				3		9
F. Practice time, energy and resource management	1					
			1			1
VII. **Career Opportunities**						

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		VERY IMPORTANT?	IMPORTANT?	NICE, BUT NOT SO IMPORTANT	NOT IMPORTANT AT ALL	
16	Illustrate design details accurately			11		
17	Judge good lines and shapes in garment designs			18		
18	Advise customers in selection of becoming design lines for particular figure types Debbie felt this was very important. The individual needs to be tactful			30		
19	Interpret customer's ideas and fabric choices into designs which meet potential customer's desires			31		
20	Copy and adapt styles			6		
21	Choose appropriate fabric for designs and figure types			15		
22	Shape and insert padding in a tailored garment to correct for figure irregularities			23		
23	Select suitable fabric and notions appropriate to design and use of garment			12		
24	Use pressing equipment properly and efficiently to press and mold during the different stages of construction process This got extra emphasis on and so did Debbie			31		
25						
26	Maintain design lines while adapting a pattern or altering a garment; or restyle design lines if necessary for proper fit			34		
27	Grade patterns up and down with accuracy.			31		
28	Alter pattern to customer's measurements			31		
29	Debbie emphasized Stripes Analyze plaid/stripe designed fabric & determine length needed to match design, proper techniques for cutting/marking			11		
30	Choose the appropriate stitch length, type of stitch, tension setting, & type of needle necessary for various fabrics			11		
31	Understand the use of tapering, easing, stretching Also got extra emphasis on			23		

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		VERY IMPORTANT	IMPORTANT	NICE, BUT NOT SO IMPORTANT	NOT IMPORTANT AT ALL	
	important to Home Economics teachers					
31	Write brief and clear sewing, cutting, and layout directions			11		
32	Analyze fabric type and garment style to determine appropriate seam and hem stitches			11		
33	Apply fused interfacing to garments using appropriate techniques			10		
34	Apply non-fusible interfacing to garments using appropriate techniques			13		
35	Shorten/lengthen sleeve lengths and hems of men's, women's and children garments (Given per extra emphasis on)			12		
36	Be able to construct all common planned styles within time market time standards			8		
37	Be able to construct all common planned styles within planned industry quality standards			11		
38	Analyze the body to understand sizing and the principles of grading (Given per extra emphasis on)			11		
39	Fit garments using standards of good fit					
40	Adjust bust dart placement, shape, length and princess line seaming to better conform to the bust shape and position (Course per extra emphasis on; Given per extra emphasis on)			10		
41	Describe and recognize fitting problems related to customers of different ages, figure types, and physical disabilities (Course tell them should be definite costs)			11		
42	Maintain accurate customer and business records					
43	Provide customer with accurate time and cost estimates (Course per extra emphasis on)			10		
44	Maintain records of customer transactions with documentation			10		
45	Negotiate with customer (e.g., time, cost, type of services) (Given tell critical for person with this business; Given tell that we give the customer ... for them how to negotiate; Course and provide information on ...)			11		

		VERY IMPORTANT	IMPORTANT	NICE, BUT NOT SO IMPORTANT	NOT IMPORTANT AT ALL	
16	Organize a small business. Licensing, sales tax, insurance, and financial resources required			20		12
17	Manage time energy, and resources			23		11
18	Exhibit communication skills needed to secure a job. Job interview, prepare résumé, and complete application forms			22		7
19	Understand general structure of apparel industry. Mass cutting, industrial sewing, finishing, and distribution			16		13
20	Appreciate the importance of reading fashion industry journals and periodicals			17		1
21	Analyze the effect of fabric construction on the end use: wearing properties, care procedures, appearance and hand of the fabric			21		2
22	Comprehend the dyeing, printing, and finishing processes applied to textile products			13		3
23	Analyze the effect of yarn construction on the end use: wearing properties, care procedures, appearance, hand of the fabric, and sewing techniques			2		4
24	Identify the more common novelty fabrics			11		14
25	Use correct names for all common garments and garment details			21		5
26	Display qualities of personality that will be helpful in developing and maintaining harmonious relationships with the employer, other employees and customers			27		6
27	Make good customer contact			24		10
28	Listen attentively to customer needs			15		17
29	Study customer needs through questioning			17		18
30	Find solutions for customer concerns			12		20
31	Follow up on customer orders			22		19

Others commented it takes every time what is constantly changing. Dress left Others commented A satisfied customer is important. It is best not to have a clear idea and write it down for reference while working

Others commented it takes every time what is constantly changing. Dress left Others commented A satisfied customer is important. It is best not to have a clear idea and write it down for reference while working

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RATING SCALE
PERFORMANCE FREQUENCY

DIRECTIONS: In the spaces to the right of the stated task, place a check (✓) in the box that describes how often the task is used in your place of business. Additional comments and suggestions are welcome.

OCCUPATION: ALTERATION SKILLS

DUTY:

Tasks:	1	2	3	4	5
I. Demonstrate Customer Relations					4
A. Apply customer contact skills					8
1. Create good customer contact					11
2. Listen to customer and clarify needs				1	10
3. Formulate solutions for customer concerns				1	10
4. Develop telephone etiquette				.3	7
B. Provide customer with accurate time and cost estimates				1	8
C. Prepare and maintain customer records	1				6
1. Record detailed customer ticket information				1	7
2. Record customer transactions via computer	5	1			3
3. Prepare special request orders	3	1		1	5
4. Arrange follow up on customer orders	2			1	5
II. Perform Fitting of Customer Garments					3
A. Appraise garment fit					7
1. Discuss customer's fit preferences					10
2. Assess undergarments, accessories and shoes	1	1	2	1	14
3. Evaluate sizing (alteration potential)			1		8

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Tasks	1	2	3	4	5
B. Determine needed alterations					.6
1. Mark alterations [illegible]				.1	.2
2. Complete alteration ticket			.2		.8
C. Perform Alterations and Repairs					.6
1. Practice alterations of closures and fasteners					.6
a. Buttons and buttonholes [illegible]	.1			.1	.4
b. Hooks and eyes [illegible]		.1		.1	.8
c. Snaps [illegible]		.1			.4
d. Zippers			.1	.1	.8
e. Velcro	.1	.1	.1	.1	.6
2. Practice alterations of pants, skirts, waistband and hems					.4
a. Take in or let out waist [illegible]					.4
b. Narrow or widen waistband [illegible]	.2	.2	.1	.1	.2
c. Remove or add elastic		.1		.2	.5
d. Lower waistband		.1	.1		.7
e. Shorten or lengthen belt		.1	.2	.1	.5
f. Change loops [illegible]		.2	.2	.1	.3
g. Take in or let out hipline				.1	.8
h. Raise or lower rise [illegible]		.1			.8
i. Take in or let out stride				.1	.5
j. Taper pant legs				.1	.6
k. Narrow skirt		.1	.1		.7
l. Remove, add, widen, narrow or taper pant cuffs or hems					.9
m. Shorten or lengthen hems					.8
n. Replace garment lining		.2	.1	.1	.3

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Tasks	1	2	3	4	5
3 Practice and perform alterations on coats, jackets, and linings					5
a Adjust shoulder pads			6		6
b Lower collar	1	1		1	4
c Shorten or narrow lapels and collar		2	6		5
d Decrease or enlarge armholes			1	1	4
e Decrease shoulder width			3		7
f Take in or let out coat			1	1	8
g Shorten or lengthen coat including lining			1		9
h Shorten or lengthen sleeves	1				8
i Replace garment lining				3	5
4 Practice and perform alterations on bodices, collars and sleeves		1			4
a Raise or lower neckline	1	1	1		7
b Lape neckline		2	2		5
c Shorten or remove collar		1	1	1	6
d Narrow shoulder lines	1		2		5
e Decrease or enlarge armholes			1	2	6
f Remove or add bodice gussets	1	2		2	5
g Take in or let out bust	1		1	1	6
h Shorten or lengthen bodice	1		2	1	6
i Take in or let out bodice	1			1	7
j Take infect out sleeve and/or reshape sleeve	1		1	2	7
k Add sleeve gussets	1	2		2	6
l Shorten or lengthen sleeves					10
m Cuffs					4
(1) Remove or add		1	1	1	1

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Tasks	1	2	3	4	5	
(2) Shorten or lengthen						4
(3) Narrow or widen		1	1	1		1
5. Practice and perform clothing repair				1		4
a. Reinforce stitches and seams			1	3		7
b. Repair frayed seams			1	3		6
c. Repair or add trim		1	1	2		6
d. Add, remove, decrease and replace pockets		2		2		7
e. Reverse cuffs and collars	2	2	1	1		5
f. Shorten or lengthen straps	1		2			6
g. Practice re weaving to add cord	3		3			5
h. Make miscellaneous repairs			3	1		4
6. Practice and perform spot removal and pressing						4
a. Remove spots appropriate to fabric	4		1	1		5
b. Press completed garment		1	1			6
c. Hang and store garment properly						10
7. Apply appropriate technique to specialty fabrics						4
a. Leather/Suede				1		5
(1) Natural	1		1	3		5
(2) Man-made	1		1	3		5
b. Lace	2		1	2		5
c. Man-made fur	1		1	1		5
d. Other - Please list suggestions	1					3
(1) Darks / Lycra (2)			1			3
(2) ALL (1)			1			3

(3) Velvet - Rayon Hard to Press
(4) Lycra - Spandex
(5) Knits

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Milwaukee Area Technical College

MILWAUKEE CAMPUS

NORTH CAMPUS

SOUTH CAMPUS

WEST CAMPUS

July 20, 1993

Ms. Bjorg Frackelton
1850 Dynna Drive
Grafton, WI 53024

Dear Bjorg:

In order to fully prepare our students in the Alterations and Tailoring programs at Milwaukee Area Technical College, it is necessary that we keep pace with the most up-to-date skills. To accomplish this, it is important to know what "real" workers do on "real" jobs. We are currently conducting a survey to determine needed curriculum changes in the areas of Industrial Sewing, Alterations, and Custom Sewing.

Last year, we conducted two panels drawn from industry representatives as well as a mail/telephone survey to begin the process of developing a curriculum. From this information, the enclosed task lists were developed as a basis to determine classroom objectives.

Your help in filling out the enclosed survey would be greatly appreciated. This survey will enable us to spend an appropriate amount of time addressing each task based on its importance.

We realize that this survey is somewhat time consuming, but your input is vital to help us better prepare our students. Your cooperation and participation will be greatly appreciated. Please use the enclosed envelope to return your survey by Friday, August 13th.

If you have any questions or comments, feel free to call me at 771-6919.

Sincerely yours,

Marcia Arndt

Marcia Arndt
Instructor
Alterations/Tailoring Programs

ecw

RATING SCALE
PERFORMANCE FREQUENCY

DIRECTIONS: In the spaces to the right of the stated task, place a check (✓) in the box that describes how often the task is used in your place of business. Additional comments and suggestions welcome.

OCCUPATION: Machine Operation in Alterations, Manufacturing and Custom Work

DUTY: Operating Machines

Tasks	1	2	3	4	5
I. Demonstrate operation and use of industrial straight stitch sewing machine:					
A. Thread the machine					
B. Set tension and stitch size to meet fabric requirements					
C. Insert or replace bobbin in bobbin case					
D. Demonstrate accurate stitching					
E. Hold and feed fabric properly					
F. Sew straight seam in prescribed tolerances					
G. Sew curved seam in prescribed tolerances					
H. Sew square corner for right angle					
I. Sew square corner to construct details					
J. Reset pressure, if fabric requires					
K. Apply knowledge of textiles to sewing					
L. According to various fabrics - select the appropriate:					
1. stitch length					
2. type of stitch					
3. tension setting					
4. type of needle					
M. Select and change sewing machine needle to meet fabric requirements					
N. Backtack					

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Tasks:	1	2	3	4	5
II. Demonstrate operation and use of domestic machine.					
A Thread machine					
B Set tension and stitch size to meet fabric requirements					
C Insert or replace bobbin in bobbin case					
D Demonstrate accurate stitching					
E Hold and feed fabric properly					
F Sew straight seam in prescribed tolerances					
G Sew curved seam in prescribed tolerances					
H Sew square corner for right angle					
I Sew square corner to construct details					
J Reset pressure, if fabric requires					
K Apply knowledge of textiles to sewing					
L According to various fabrics - select the appropriate:					
1 stitch length					
2 type of stitch					
3 tension setting					
4 type of needle					
M Change sewing machine needle to meet fabric requirements					
N Backtack					
II. Workroom Procedure and Safety Rules					
A Identify safety procedures to be observed when using supplies and equipment					
B Evaluate self in terms of safety habits on the job					

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Tasks	1	2	3	4	5
Construction Techniques					
A Cut threads throughout operation					
B Check seam allowance throughout sewing operation					
C Demonstrate the stitching of darts					
D Demonstrate the stitching of the pleats					
E Demonstrate topstitching of garment					
Specialty Machine					
A Demonstrate Domestic Serger					
1 threading					
2 change needles					
3 adjust tension					
4 change knives					
5 clean and oil					
6 handle various fabrics					
B Demonstrate Industrial Serger					
1 threading					
2 change needles					
3 adjust tension					
4 change knives					
5 clean and oil					
6 handle various fabrics					
C Demonstrate blindstitch hemmer					
1 threading					
2 adjust bite					
3 adjust tension					
4 clean and oil					
5 handle various fabrics					

Tasks			1	2	3	4	5
VI.	Machine Maintenance						
	A.	Analyze machine problems, determine when service call is necessary					
	B.	Select appropriate machine attachments					
		1 throat plate					
		2 presser feet					
		3 specialty attachments					
	C.	Perform routine machine maintenance					
		1 clean machine					
		2 oil machine					
		3 identify equipment needs					
		4 maintain service records					
	D.	Operate and care for cutting equipment					
		1 shears, nippers					
		2 industrial electrical cutting equipment					
	E.	Evaluate equipment and perform pressing techniques appropriate to fabric					
VII.	Work Area Organization						
	A.	Produce to quality standards per requirements and schedule					
	B.	Perform within production schedule					
	C.	Know operator rules in the workroom					
	D.	Organize workstation to work efficiently					
	E.	Organize equipment					
	F.	Practice time, energy and resource management					
VII.	Career Opportunities						

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Appendix E

Summative Committee Members

Marietta M. Advincula	Dean, Consumer and Hospitality Services
Rowena Jorgensen	Associate Dean, Consumer and Hoslitality Services
Cathy Cullen	State Consultant in Home Econmics, WTCS
Marcia Arndt	Full-time Faculty
Margaret Komives	Full-time Faculty
Catherine Devries	Full-time Faculty
Cindy Borlan	Shear Perfection and Chairperson, Advisory Committee
Judy Pagenkopf	Custom Design, member, Advisory Committee

Appendix F

December 2, 1993 Minutes of the Advisory Committee Meeting

MILWAUKEE AREA TECHNICAL COLLEGE
ALTERATIONIST/TAILORING ADVISORY COMMITTEE
MATC - Milwaukee Campus/Room S314B
December 2, 1993

Members Present:
Cynthia Borlan, Lisbon Court Tailor
Sandra Keiser, Mount Mary College
Judy Pagenkopf, Judith Ann Custom Designs
Helen Schartner, Shear Perfection
Barbara Trester, Jack's Expert Tailor

Members Excused:
Lori Chismark, Kahn's Clothing
Debbie Christianson, Kuppenheimer
Debbie D'Amico, Kahn's Clothing
Christine Hanneman, Trim Line Tailoring
Marva McCants, Simply Marva Fashion Design
Vivian Neuman, Sew Perfect Alterations
Stephanie Olson, Alterations Unlimited
Susan Pappalardo, John's Shoe Service
Minh Truong, Wisconsin Job Service

Student Representatives Present:
Dawn Lucht, West Campus Alteration Program
Chou Ziong, Milwaukee Campus Alteration Program
Gail Petrick, Milwaukee Campus Tailoring Program

MATC Representatives:
Marietta Advincula, Dean of Consumer and Hospitality Services
Marcia Arndt, Program Coordinator/Instructor
Vivian Attipetty, Instructional Development Specialist
Cathy DeVries, Program Coordinator/Instructor
Rowena Jorgensen, Associate Dean
Margaret Komives, Instructor
James Nault, Program Counselor
Peg Pomplin, Program Advisor

Call to Order/Introductions: The meeting was called to order at 8:37 a.m. by the Chairperson, Cindy Borlan. Introductions were made around the room.

MATC Strategic Matrix/Program Mission Statement: Dean Advincula talked about the MATC Mission Statement and Strategic Matrix and how the Divisional/Program vision, mission, and goals are related.

Approval of April 21, 1993, Minutes: The Minutes of the April 21, 1993, meeting were approved as written.

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Fall Workshop: The "Reshape Your Sewing Ideas" Workshop, which was held at the Milwaukee Campus on October 30, 1993, attracted 275 participants. The event attracted both home sewers and small business persons. Support from business and industry was positive, with many donating door prizes.

A Workshop Sub-Committee (Judy Pagenkopf, Sandra Keiser, Helen Schartner, Cindy Borlan) was formed to work with Marcia Arndt and Cathy DeVries on future events. The Sub-Committee will meet prior to the spring meeting to discuss the possibility of making the workshop an annual event.

Program Restructuring: After reviewing the results of the DACUM study, the program instructors, division administrators, State Consultant, and Curriculum Sub-Committee have put together a proposal to restructure the Alterationist and Tailoring Diploma Programs to meet the competencies dictated by business and industry. The proposal involves:

-putting the Alterationist, Tailoring and Power Sewing programs on an inactive status

-restructuring the current curriculum and creating a new, two-year Diploma program, Alteration and Textile Services.

-incorporating custom sewing, alterations and industrial sewing into the curriculum

-creating both semester and quarter courses to accommodate students who want to specialize in a specific area and to allow flexibility for those coming into the program at different stages

-setting up Certificates for related courses

The restructuring also lends itself well to publicity within the community.

The Curriculum Sub-Committee felt that the curriculum is sufficient and recommended approval of the proposal by their fellow Advisory Committee members. A motion was passed to approve the Alteration and Textiles Services two-year Diploma Program as presented. Marcia Arndt and Cathy DeVries will contact absent Advisory Committee members to complete a quorum for the motion.

Status of the Program: Ms. Arndt reported that the Milwaukee Campus began the 1993-94 school year with 16 Alteration and 20 Tailoring students. Ms. DeVries reported that the West Campus began the 1993-94 school year with 12 Alteration Students.

Admissions Report: The West Campus is, for the first time, accepting new Alteration students in January 1994. Currently five (5) applications have been accepted and three (3) are incomplete. The campus is hoping to add a total of eight (8) new students.

Capital Equipment/AV Budget Approval: The Advisory Committee passed a motion to approve a budget of $9,400 for equipment for the West Campus Alterations Lab. Ms. DeVries will contact absent Advisory Committee members to complete a quorum for the motion.

Recruitment: The new program/curriculum will be highly publicized through news releases in community newspapers and through an intense distribution of flyers to related businesses.

The Instructors and the Advisory Committee members will network with local fabric stores in an effort to gain their assistance in recruitment efforts. It was suggested that a manager of a fabric store be added to the Advisory Committee.

Student Representatives: Dawn Lucht, West Campus Alteration Representative, supports the new curriculum and likes the idea of being placed in courses according to her level of ability and experience.

Chou Ziong, Milwaukee Campus Alteration Representative, reported that she and her fellow classmates are satisfied with the skills they have learned in their classes. Language, however, still proves to be a barrier in the classroom.

Gail Petrick, Milwaukee Campus Tailoring Representative, is fortunate to have been at both the West and Milwaukee Campuses and recommended that more coordination be made so that the competencies learned between the two campuses are on the same schedule. She admits that she was nervous transferring to the Milwaukee Campus but added that she has gained confidence by making the change. Gail supports the new curriculum, especially the addition of the "Machine Operation and Maintenance" course as well as the opportunity for an internship.

Advisory Committee Comments/Concerns: Helen Schartner emphasized the importance of offering courses that study the contents and characteristics of today's fabrics.

Date for Spring Meeting: The Spring meeting of the Alterationist/Tailoring Advisory Committee was scheduled for Thursday, April 21, 1994, at the West Campus at 8:15 a.m.

Adjournment: The meeting was adjourned at 10:20 a.m.

Respectfully submitted,

E Winters

Ellen Winters
Secretary

MILWAUKEE AREA TECHNICAL COLLEGE
ALTERATIONIST/TAILORING ADVISORY COMMITTEE

A D D E N D U M
December 2, 1993

The following motions were brought before the Alterationist/ Tailoring Advisory Committee members at their meeting on December 2, 1993 and approved by those in attendance:

- to approve the new, proposed program/curriculum "Alteration and Textile Services" 2-year Diploma

- to approve a budget of $9,400 for equipment for the West Campus Alterations Lab

The Advisory Committee members who were excused from the meeting were contacted by phone.

All the motions on the table were unanimously approved.

ALTERATION AND TEXTILE SERVICES
(description)

The Alteration and Textile Services Two-Year Diploma Program is designed to fulfill employer requests for qualified personnel.

The program is designed with three areas of emphasis: Alterations, Custom Sewing and Production Sewing.

Fit and construction of men's, women's and children's apparel, as well as a variety of sewn products is incorporated into the curriculum.

Practical experience is given in the custom sewing and alteration shops which provide experience working with customers, determining pricing, and management of all business areas.

Students specialize in various areas of interest such as leather, bridal and contract sewing. An optional internship is also offered.

Present Curriculum

Alterationist -- Diploma (31-301-3)

SIXTEEN-WEEK TERMS		Credits Sequence		Hours
301-318	Garment Construction 1	1-F	6	12s
301-319	Power Sewing 1	1-F	2	3s
301-323	Repair and Alteration of Ready-to-Wear 1	1-F	5	10s
301-368	Mathematics for the Needle Trades	1-FS	1	2r
809-330	Economic and Job Relations	1-F	1	2r
			15	29
301-321	Power Sewing 2 *Prereq Reqd*	2-S	2	3s
OR				
301-385	Apparel Design Principles	2-S	(2)	(1r 2s)
301-324	Repair and Alteration of Ready-to-Wear 2	2-FS	4	8s
301-325	Garment Construction 2 *Prereq Reqd*	2-S	6	12s
301-334	Textile Science	2-S	1	2r
301-339	Tailoring and Fitting Problems *Prereq Reqd*	2-S	4	7s
			17	32
TOTAL CREDITS:			32	

Present Curriculum

Tailor Diploma (32-301-1)

SIXTEEN-WEEK TERMS		Sequence	Credits	Hours
301-318	Garment Construction 1	1-F	6	12s
301-319	Power Sewing 1	1-F	2	3s
301-323	Repair and Alteration of Ready-to-Wear 1	1-F	5	10s
301-368	Mathematics for the Needle Trades	1-FS	1	2r
809-330	Economic and Job Relations	1-FS	1	2r
			15	29
301-324	Repair and Alteration of Ready-to-Wear 2	2-FS	4	8s
301-325	Garment Construction 2 *Prereq Reqd*	2-S	6	12s
301-334	Textile Science	2-S	1	2r
301-339	Tailoring and Fitting Problems *Prereq Reqd*	2-S	4	7s
301-321	Power Sewing 2 *Prereq Reqd*	2-S	2	3s
OR				
301-385	Apparel Design Principles	2-S	(2)	(1r 2s)
			17	32
301-340	Industrial Tailoring Techniques *Prereq Reqd*	3-F	6	12s
301-342	Conventional Tailoring Techniques *Prereq Reqd*	3-FS	4	8s
301-358	Formal and Specialty Wear *Prereq Reqd*	3-F	4	7s
801-341	Applied Communications	3-FS	2	4r
			16	31
301-338	Machine Techniques (Alterations) *Prereq Reqd*	4-S	5	10s
301-356	Coat Making (Custom Techniques) *Prereq Reqd*	4-S	4	8s
301-361	Alteration Services *Prereq Reqd*	4-S	4	8s
301-389	Entrepreneurship/Needle Trades	4-FS	2	4r
			15	30

Milwaukee Area Technical College
ALTERATION AND TEXTILE SERVICES
Two-Year Diploma

SEMESTER 1	CREDITS
301-304 Machine Operation and Maintenance	3
301-368 Math for Needle Trades	1
301-306 Alterations 1	3
301-308 Alterations 2	3
301-310 Pant and Skirt Fit/Construction - Qt. 1	3
301-312 Shirt, Blouse, and Dress Fit/Construction - Qt. 2	3
	16

SEMESTER 2	
301-314 Apparel Design Principles	2
301-316 Textiles	2
301-320 Alterations 3 - Qt. 3	3
301-322 Alterations 4 - Qt. 4	3
301-326 Jacket and Coat Fit/Construction	3
301-328 Production Sewing - Qt. 2	3
	16

SEMESTER 3	
301-330 Communication Skills for Needle Trades	2
301-332 Entrepreneurship	3
301-332 Custom Sewing Shop	3
301-336 Children's and Activewear Fit/Construction	3
301-346 Bridal and Formalwear Alterations - Qt. 2	3
301-346 Bridal and Formal Wear Alterations	2
	16

SEMESTER 4	
301-348 Pattern Making and Grading	2
301-350 Tailoring and Fitting	2
301-352 Leather, Suede and Synthetic Leather Fit/Construction - Qt. 1	3
301-354 Advanced Alterations - Leather and Suits - Qt. 2	3
301-360 Specialty Sewing - Qt. 1	3
301-362 Advanced Specialty Sewing - Qt. 2 **OR**	
301-364 Alteration and Textile Services Internship	3
	16

MATC is an Affirmative Action/Equal Opportunity Institution
and complies with all requirements of the Americans With Disabilities Act.

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Appendix G

April 21, 1994 Minutes of the Advisory Committee Meeting

MILWAUKEE AREA TECHNICAL COLLEGE
ALTERATIONIST/TAILORING ADVISORY COMMITTEE
MATC - West Campus/Room 103
April 21, 1994

Members Present:
Cynthia Borlan, Lisbon Court Tailor
Sandra Keiser, Mount Mary College
Judy Pagenkopf, Judith Ann Custom Designs
Helen Shartner, Shear Perfection
Barbara Trester, Lisbon Court Tailor/One Hour Martinizing

Members Excused:
Marleen Baker, Minnesota Fabrics
Lori Chismark, Kahn's Clothing
Christine Hanneman, Trim Line Tailoring
Marva McCants, Simply Marva Fashion Design
Vivian Neuman, Kuppenheimer Men's Clothier
Stephanie Olson, Alterations Unlimited
Susan Pappalardo, John's Shoe Service
Minn Truong, Wisconsin Job Service

Student Representatives Present:
Dawn Lucht, West Campus Alteration Program
Chou Xiong, Milwaukee Campus Alteration Program
Gayle Petrick, Milwaukee Campus Tailoring Program

MATC Representatives Present:
Marcia Arndt, Program Coordinator/Instructor
Lydia Colon, Employment Development Specialist
Cathy DeVries, Program Coordinator/Instructor
Rowena Jorgensen, Associate Dean
Margaret Komives, Instructor
Peg Pomplin, Program Advisor

Call To Order/Introductions: The meeting was called to order at 8:40 a.m. by the Chairperson, Cynthia Borlan. Introductions were made around the room.

Approval of December 2, 1993, Minutes: The Minutes of the December 2, 1993, meeting were approved as written.

Fall Workshop: At the December 2nd meeting, it was recommended that the fall workshop be an annual event. Because of the curriculum work that needs to be developed and completed by the fall semester, Ms. Jorgensen proposed that the 1994 workshop be put on hold for 1-year.

Ms. Arndt suggested that lecture segments of the new curriculum be released as mini courses and offered in weekend college. Concerns were expressed related to course topics, attendance, and the limited time factor involved to produce a quality product.

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A department newsletter to publicize the new program is being published which will include a survey to determine what the needs are within the community related to seminars/workshops. The Workshop Subcommittee (Ms. Pagenkopf, Ms. Keiser, Ms. Shartner, and Ms. Borlan) will meet to discuss the results of the survey and make decisions on the format and time frame for future events.

Program Restructuring Update: Ms. Arndt reviewed and explained the components and format of the new curriculum for the **Alteration and Textile Services** 2-Year Diploma Program. Options are available to test out students who want to begin at a more advanced level. In addition, the curriculum lends itself well to the possibility of evening and weekend college course offerings.

Concerns, however need to be addressed regarding the differences in scheduling between the Milwaukee and the West Campus, stacked classes, quarter classes vs. semester classes, when students will be accepted into the program and the availability of Asset testing.

Alteration Certificate: Certificates will eventually be developed for the three ares of study that comprise the 2-year diploma: Alterations; Custom Sewing; Production Sewing. Chairperson, Cindy Borlan, will convene several Advisory Committee members who will evaluate the courses and make recommendations regarding which courses within the program will meet the competencies necessary for each certificate.

Status of the Program: Ms. DeVries reported that the West Campus began the January semester with 12 new Alteration students. The five Alteration students graduating in May plan on attending the Milwaukee Campus as Tailoring students in August.

Ms. Arndt reported that five Alteration students at the Milwaukee Campus who will graduate in May plan to enter the Tailoring program in August. Seventeen Tailoring students will receive their Diploma in May. Most of these graduates will go into the alteration business or contract sewing as entrepreneurs.

Admissions Report: One student has been accepted into the Alteration and Textile Services program at the West Campus for Fall, 1994. Two applications are still being processed and remain incomplete.

Four students have been accepted into the Alteration and Textile Services program at the Milwaukee Campus for Fall, 1994. Two applications are still being processed and remain incomplete.

Seven students have been accepted into the Tailoring program at the Milwaukee Campus for Fall, 1994. Nine applications are still being processed and remain incomplete.

PACC/American Sewing Guild Conference: This past March, Marcia Arndt, Cathy DeVries, Maggie Komives, and former instructor Bjorg Frackelton, attended the 1st Annual Professional Association of Custom Clothiers Conference and the American Sewing Guild and American Sewing and Craft Association Conventions in San Francisco, California. The instructors gained a wealth of knowledge and returned enlightened, informed and up-to-date on the latest apparel trends and techniques.

Ms. Pagenkopf relayed details of upcoming workshops being held in the Midwest in 1994 as well as upcoming PACC meetings and events. She feels that it is important to support entrepreneur businesses and that educational institutions include successful entrepreneurs when measuring the achievements of graduates. Ms. Pagenkopf strongly recommended that statistics reported for program evaluation reflect the large number of entrepreneurs in the clothing industry.

Recruitment: Efforts to publicize the new Alteration and Textile Services program for Fall will include news releases to local community newspapers as well as the distribution of point-of-purchase displays to sewing related establishments. The new MATC cluster brochure for the Clothing and Upholstery areas are also available for recruitment purposes.

Employment Development: Lydia Colon, Employment Development Specialist, works with Hispanic, Hmong and Laotian students to ennance their employability skills and to help them learn the tools necessary to get jobs after graduation.

Student Representatives: Gayle Petrick, Tailoring student at the Milwaukee Campus, is concerned with slight over-crowding in the classroom, but, overall, is satisfied with the program and is looking forward to graduation in May. She plans to work part-time in a shop while establishing her home sewing business.

Chou Xiong, Alteration student at the Milwaukee Campus, would like to work part-time or full-time over the summer and plans on returning to school in the Fall for the Tailoring program. She also plans to start a business out of her home after graduation.

Dawn Lucht, Alteration student, is happy to be part of a strong, tight-knit group at the West Campus. She and her fellow classmates are anxious to attend he Milwaukee Campus in the Fall for the Tailoring program.

Announcements: Helen Shartner extended an invitation to the Advisory Committee members to attend a dinner and fashion show to benefit local family charities. The event is sponsored by the "Business and Professional Women" organization.

Sandra Keiser also took the opportunity to present the details for Mount Mary's annual fashion show. Mount Mary College is excited to be receiving both CAD and Patternmaking computer systems for their clothing program. This equipment will be advantageous to MATC graduates who want to further their careers at the 4-year institution or for continuing educ. opportunities.

Chairperson, Cindy Borlan, made a plea for new, active members for the Alteration and Textile Services Advisory Committee. Names are to be submitted to Ms. Borlan or Ms. Jorgensen. Nominees will be contacted for possible membership.

Date for Fall Meeting: The Fall meeting of the Alteration and Textile Services Advisory Committee was scheduled for Thursday, November 17th, 1994, at the Milwaukee Campus.

Adjournment: The meeting was adjourned at 10:00 a.m.

Respectfully submitted,

E. Winters

Ellen C. Winters
Secretary

ALTERATION AND TEXTILE SERVICES
COURSE DESCRIPTIONS

301-304 Machine Operation & Maintenance 3 Credits

Students learn the parts and functions of industrial and domestic machines. Attention is given to cleaning, oiling and operating the machines and equipment, and to become skilled in the use of each machine. Attention is also given to safety and efficiency.

301-368 Mathematics for the Needle Trades 1 Credit

A study is made of basic mathematical skills (common and decimal fractions, percentage, markups, and discounts) applicable to the management of a small business or employment on one of the needle trades)

301-306 Alterations 1 3 Credits

Students learn fitting, marking, basic customer communications, record keeping, shortening and lengthening garments, taking in and letting out simple garments, simple zipper replacemnts and simple repairs.

301-308 Alterations 2 3 Credits

The student learns detailed zipper replacement, taking in and letting out, work with lined garments, removing and setting in sleeves and waistbands and tapering legs.

301-310 Pant & Skirt Fit / Construction 3 Credits

Students acquire knowledge and develop skills in fit and construction for men and women. Instruction focuses on taking measurements, pattern selection and alterations, pattern layout, cutting, fitting and construction of pants and skirts.

301-312 Shirt, Blouse and Dress Fit / Construction 3 Credits

Students acquire knowledge and develop skills in fit and construction for men and women. Instruction focuses on taking measurements, pattern selection and alterations, pattern layout, cutting, fitting and construction of shirts, blouses, and dresses.

301-314 Apparel, Design Principles 2 Credits

The student gains a basic understanding of design and how it can be used to enhance various figures. The course includes methods used to adapt existing designs.

301-316 Textile Science 2 Credits

A basic course that deals primarily with fibers and fabrics used in apparel construction. The classification of fibers and their characteristics, fabrication, and the basic weaves are studied.

301-320 Alterations 3 3 Credits

Students learn to work on lined garments, relining coats, jackets, pants and skirts practice advanced repairs and work on complicated styles.

301-322 Alterations 4 3 Credits

In this advanced alterations course students work on knits and sweaters, narrowing lapels and restyling garments.

301-326 Jacket & Coat Fit / Construction 3 Credits

The students tailor jackets and coats for men and women using contemporary materials and techniques with attention to fit, construction techniques, quality and speed.

301-328 Production Sewing 3 Credits

Students learn to develop speed and accuracy in a variety of sewing tasks. Attention is given to fabric spreading, cutting, and bundling for production. Attention is given to workplace setup and garment assembly.

301-330 Communication Skills for Needle Trades 2 Credits

Instruction focuses on the basic reading, writing, speaking and listening skills. Students learn to apply these skills in the home, community, and work environments.

301-389 Entrepreneurship 3 Credits

Students learn skills and develop attitudes necessary to create and expand work opportunities in the home or small business setting. Instruction focuses on units relating to the establishment and operation of a small business. Students study and discuss economic programs and how these problems affect their job and the labor market in their industry.

301-332 Custom Sewing Shop 2 Credits

The students work with customers in taking measurements, consultation, and fitting. Student learn customer communications and record keeping.

301-336 Childrens and Active wear Fit / Construction

Students become familiar with the construction and fit of childrens wear, and active wear which includes active knits, sports clothes and swimwear.

301-344 Bridal Formal Wear Fit/Construction 3 Credits

The student becomes familiar with special construction techniques and fitting of bridal,and other types of speciality wear.

301-346 Bridal & Formal Wear Alterations 2 Credits

An advanced alterations course which works on alterations of bridal, formal wear and speciality fabrics.

301-348 Pattenmaking & Grading 2 Credits

The student is introduced to flat pattern making which includes moving darts, converting darts, making collars, yokes, sleeves, adding fullness and applying trims. The student also acquires practical experience in pattern grading.

301-350 Tailoring and Fitting 3 Credits

The students tailor and fit suits and coats for customers using conventional tailoring techniques. The garments are constructed and fitted with attention to details and an orderly progression of the tailoring process.

301-352 Leather, Suede & Synthetic Leather Fit/Construction 3 Credits

The student becomes familiar with special construction techniques and fitting of suede, leather and synthetic leather.

301-354 Advanced Alterations - Leather and Suits 2 Credits

The students gain additional experience in the fitting and alterations of complicated styles, coats, sweaters and speciality fabrics including leather, suede and fur. It includes restyling garments.

301-360 Speciality Sewing 3 Credits

Students have the opportunity to apply the techniques they have had in previous courses to their own special interests. They may choose from such areas as couture dressmaking, tailoring, window treatment, cottage sewing, accessories.

301-362 Advanced Specility Sewing 3 Credits

A continuance of Speciality Sewing. Students have the opportunity to apply the techniques they have had in previous courses to their own special interests. (This course could be taken or Alteration, Textile Services Internship could be taken in place of it)

301-364 Alteration, Textile Services Internship 3 Credits

A cooperative training program that allows the student to observe and apply in a practical manner the principle and techniques of alterations, production and custom sewing as studied in the program. (Advanced Speciality Sewing could be substitued for this course.)

Appendix H

Wisconsin Technical College System Board

Approval Letter

Wisconsin Technical College System Board
Dwight A. York, State Director

May 16, 1994

Dr. John R. Birkholz
District Director/President
Milwaukee Area Technical College District
700 West State Street
Milwaukee, Wisconsin 53233-1443

Dear Dr. Birkholz:

The following program changes have been recommended for implementation in your district as follows:

Add Program:	Alteration and Textile Services
Code:	T32-301-2
Delete Program:	Tailor
Code:	32-301-1
Delete Program:	Alterationist
Code:	31-301-3
Delete Program:	Industrial Sewing Operator Training
Code:	30-301-4

Your district's request to consolidate these programs has been approved by program development staff. The official request for converting the title will be included in State Board materials at their May 25, 1994, meeting. You will receive notification of State Board action.

Program modifications as set forth on your Form VE-AC-3(D), "Request for Program Modification," dated March 7, 1994, are also approved. Please submit the necessary course approval and deletion requests following established guidelines.

Sincerely,

Betty A. Brunelle
Assistant State Director

BAB:DLV
cc: Inspector, Educational Approval Board
Dorsey Kendrick, MATC-Milw.
James Urness, WTCSB
Kathleen Cullen, WTCSB

310 Price Place, P.O. Box 7874, Madison, WI 53707-7874 • Phone (608) 266-1207 • Fax (608) 266-1690

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Appendix I

State of Wisconsin Educational Approval Board Letter

State of Wisconsin \ EDUCATIONAL APPROVAL BOARD \ Joseph L. Daws, Ph.D
Executive Secretary

Mailing Address:
P.O. Box 7874
Madison, Wisconsin 53707
(608) 266-1996

Office Location:
310 Price Place
Madison, Wisconsin
FAX (608) 266-1690

August 10, 1994

Greg Osborne, Education Liaison Representative
Veterans Administration Regional Office
Zablocki VA Center
Post Office Box 6
Milwaukee, WI 53295

Re: Milwaukee Area Technical College
S222 Student Services Bldg.
700 West State Street
Milwaukee, WI 53233

Dear Mr. Osborne:

On the basis of information furnished to the Educational Approval Board, the new program listed below is approved for training under the provisions of section 3675, Title 38, U.S. Code, effective September 1, 1994.

Program Name	Program Length
Alteration and Textile Services	two year diploma program

Three previously approved diploma programs entitled, "Tailor", "Alterationist", and "Industrial Sewing Operator Training", have been deleted by the Wisconsin Technical College Board and the above new diploma program approved.

Attached is a copy of a letter dated May 26, 1994 from Betty Brunelle, Assistant State Director, Wisconsin Technical College System Board, which approves the above action. Also attached is a copy of the the curriculum, component subject descriptions and a letter from Dorsey Kendrick, Vice President at MATC, requesting approval for veterans training.

If you have any questions concerning this approval, please call me at (608) 266-3227.

Sincerely,

Maurice J. Spencer
Senior Education Specialist

cc: Barbara Janotta [redacted] ← TO

CN 94048

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Appendix J

DACUM Panels Preliminary Report

INDUSTRIAL SEWING DIPLOMA

ALTERATIONIST AND TAILOR DIPLOMAS

DACUM Panels

Preliminary

Consumer and Hospitality Services Division
Milwaukee Area Technical College

Teresa Lie Kelley, Ph. D.
July 31, 1992

INDUSTRIAL SEWING DIPLOMA

ALTERATIONIST AND TAILOR DIPLOMAS

DACUM Panels

Preliminary

Consumer and Hospitality Services Division
Milwaukee Area Technical College

Teresa Lie Kelley, Ph. D.
July 31, 1992

Appendix B
Dacum Panels Preliminary Report

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INDUSTRIAL SEWING DIPLOMA

ALTERATIONIST AND TAILOR DIPLOMAS

Process Overview

The Industrial Sewing (IS) and Alterationist/Tailor (A/T) panels employed a variation on standard DACUM methodology. Assembling incumbent workers for panels has proved difficult, a problem not unique to MATC. What limited empirical research on occupational analysis exists, demonstrates that recruiting a panel is consistently a greater difficulty than DACUM enthusiasts acknowledge.

In addition, in prior MATC panels, members needed considerable time to "get up to speed." With limited time and small numbers, panels may arrive at an incomplete competency list. A 1989 study from Macquarie University (Australia) concluded that the DACUM panel is likely to generate about 75% of critical competencies for an occupational area. That study recommends combining the panel with one or more additional methods of analysis. The facilitator for this occupational analysis located the Macquarie study after completion of the two panels. Thus, the research reinforced, rather than suggested, the strategy for the panels.

That strategy began with an ERIC data base search for existing duty/task lists and model programs in the needle trades (the ERIC term for this curricular area). The search yielded eight lists, applicable in part or in total, from which the facilitator gathered 340 competencies, with overlap among them. From this master list, she drew duty/task subsets for each panel. The data base search also provided a foundation for an equipment list and another for knowledge, skills, and abilities (KSA).

With summer "downtime", the facilitator alone chose the material to present to the panels. With personal needlework experience, she managed to sift the data base lists. However, with future panels it would be more appropriate for a small group, perhaps with instructors and advisory committee members, to cull the list--with the proviso that they must be as neutral as possible.

From the initial competency lists, the panels added, subtracted, and reworded to frame the picture they deemed suitable to their occupations. Their effort was less than standard DACUM charting, but more detailed than chart verification. Working from a draft certainly improved efficiency. The Alterationist/Tailor DACUM chart is about the same length as that for Occupational Therapy Assistant. However, A/T met for seven hours; the OTAs, for 13 to 14 hours. The Industrial Sewing panel completed its analysis for the shorter program in under six hours.

As the facilitator understands events, faculty and administrators for the needle trades programs were concerned about continuing to

meet the needs of both students and employers. In what may be a statistical fluke, the 1991 Employment Development Center survey shows the one-year Alterationist program with 26 graduates: 75% related employment, average hourly wage $8.75. In contrast, the two-year Tailor program shows 12 graduates, 83% related employment, average hourly wage 36% lower at $5.58. Even the bottom of the range was higher for Alterationist: $5.50 versus $4.75.

Industrial Sewing has gained something of a reputation as serving largely as a feeder for A/T. It has experienced problems with enrollment and with the placement of graduates in positions which meet EDC and program evaluation criteria for related employment.

Against this background, occupational and program analysis appeared well in order. In particular, some discussion centered on suggestions to develop a program cluster and also exploration of alternatives in course structure or instruction delivery. The chosen dates for the panels were, as follows,

July 13	Alterationist/Tailor West Campus
July 16	Industrial Sewing Main Campus

The panels operated similarly, each meeting one full day. Each began with members, through facilitator questions, describing daily responsibilities in their occupational area. Blending this discussion with the draft duty/task list and work experience produced a DACUM chart with an orderly picture of their work. In addition, they reviewed equipment lists and analyzed knowledge, skills, and abilities (KSA). The only difference in procedure was that the A/T panel received the draft competency list in the mail prior to the meeting. As a result, the panelists had more time to consider changes appropriate to their individual jobs.

This report describes the work of the two panels, discusses the similarities and differences between the two, reports on a cluster model, and ends with suggestions for future directions. The cluster model was one discovery in the ERIC search. It employs a matrix of duties and tasks across 21 titles in a "Clothing Management Occupations" career ladder.

DACUM Panel: Alterationist/Tailor

Introduction

Alterationist/Tailor represents two completely linked diploma programs, both Downtown and West Campus. The one-year Alterationist trains graduates to fit garments and make basic repairs or changes in fit. Tailor adds a second year, during which students gain proficiency to create a garment, from cutting fabric to final pressing. Alterationist has more students, but many continue from the first level to the second.

In a world of ready-made and off-the-rack, these occupations may seem outdated. Yet, one panelist from a bridal house stated if he could find them, he would immediately hire five seamstresses. Women with their own businesses spoke, not of a lack of work, but of turning customers away. A menswear tailor noted her shop regularly does work which runs $135 or more per suit.

The eight panel members came from three areas which are typical of A/T employment opportunities:

Bridalwear alterations (3): Two work exclusively in bridalwear; one in bridal and formal wear.

Menswear tailoring (2): One for a retail shop; another for a stand alone tailoring shop.

Self-employed (3): One tackles nearly any sewing projects and previously outsourced for a womenswear manufacturer. Another specializes in apparel for seniors and people with handicaps, making "housecalls" since many of her clients are housebound. The third shares a shop with her husband who repairs shoes.

Comments

The A/T panel proved problematic, not through any fault of the members. At times, particular topics were apt to shut one subgroup out of the discussion. For example, bridalwear people had no interest in tasks related to jacket lapels. As a result, the A/T chart covers an appropriate competency core, but does less justice to specializations.

Bridalwear appears to justify separate inquiry, especially in light of current employment opportunities. The industry, according to the panelists, has a personality unlike anything else in retail marketing. Brides-to-be order their gowns as much as one or two years before their wedding day. Alterationists let out, take up, and hope the bride is the same size months later when she picks up her dress. A shop keeps hundreds of dresses in storage, until a few days before the ceremony. In addition to

customer interactions, the work itself is unique: difficult fabrics, elaborate trims, and intense demand for perfection.

Another area of concern is custom sewing. This topic had little representation on the panel. Although they often make dramatic changes to gowns, the bridalwear people do not do custom sewing per se; the same is true of menswear and for one of the self-employed panelists. Of the two remaining members, one estimated 10% of her work is custom; the other, about 30%. The panelists agreed they must possess excellent garment construction knowledge in order to do alterations. But their jobs rarely employ the full gamut of construction skills.

As noted earlier, the A/T panel received a draft list of duties and tasks prior to the meeting. All had read it and came prepared to participate. The first change they made was to move the duty, "Practice good customer relations" from near the end of the list to the very beginning. They were also adamant that "take in/let out" is the industry-correct wording, not increase/decrease, as in the draft.

They agreed to merge many small duties into larger categories. For example, they decided skirts and pants have enough in common to group three duties:

> Alter pants.
> Alter skirts.
> Alter waistband, belt, belt loops.

into simply, "Alter pants, skirts, waistbands, belts, and belt loops." In the process, they collapsed 19 tasks into 12.

A/T eliminated the duties for supervision and management. Few of the panelists have supervisory responsibilities. Members with management responsibility employ typical small business skills, rather than any unique to alterations and tailoring. The sole exception might be estimating time and cost for their labor.

A word about job hazards: carpal tunnel syndrome (repetitive motion syndrome) is a clear work hazard. CTS is especially common when seamstresses are overbooked, working ten to twelve hours at a stretch. Two panelists also suffered shoulder and neck nerve damage in their work. A/T students need to learn more ergonomic ways to work.

KSA: Alterationist/Tailor

The panel had no deletions from the draft KSA list, but they offered numerous additions, here noted by **.

fiber and textile characteristics
- features and qualities
- how to identify fabric content
- fabrication and dyeing
- fabric printing and finishing
- textile selection and use
- proper care of various fabrics
- **bridal and evening wear fabrics
  - **fragile, expensive, demand special care
- **dry cleaning methods
  - **fabrics with special requirements
  - **environmental laws are changing available dry cleaning chemicals--some can damage specific fabrics

special sewing practices
- children's clothing
- match plaids and stripes
- shirring, appliques, other special finishes
- decorative machine stitching
- hand embroidery
- costumes
- evening and bridal wear
  - **especially wedding gown construction
- **menswear construction
- **machine hemming techniques
- **machine hemming of lined garments
- **shaping construction: darts, pleats, gathers

mathematics
- basic computations with whole numbers
- basic computations with decimal numbers
- basic computations with fraction
- **measurements as they relate to pattern sizes
- **proper measurement of alterations
- **add and subtract fractions for correct alteration
- **estimate time and cost of work
- **set prices based on time and supplies
- **basic bookkeeping (for the self-employed)

fashion knowledge
- clothing construction techniques
- interpreting charts and graphs on sizing
- appropriate lining, underlining, interfacing
- appropriate notions for specific garments
- information on current fashions and colors
  - **keep current but use psychology to help clients make appropriate, not merely stylish, decisions

**Others: All items below came from the A/T panel.
supplies and supplies:
reputable vendors with reasonable prices
inventory control of supplies
creative problem solving
usually on a tight budget
bust forms
communication skills
telephone contacts
in-person contacts
standard codes or symbols for alterations
needle trades vocabulary
completing an alteration ticket
portfolio to demonstrate skills
before and after pictures of alterations
photos of custom work
customer card file
accessories, as well as garments
"trade secrets"
sewing machine needles
types and sizes for specific fabrics

Equipment: Alterationist/Tailor

The panel retained most of the draft list and made a few additions. They stated the most important tools of their trade are straight needle sewing machine, serger, and hemming machine. Hemmers which a small businessperson can afford are relatively new on the market. Many tailors still have not learned to use them--or they cannot do complex tasks on the hemmer, such as lined coats and jackets. Although an increasing amount of computer-based equipment is available, panel members use little of it. They often rely on rather elderly refurbished machines. The final equipment list includes the following items:

adjustable model form
apparel steamer
attachments: Rather than individual machines, A/T members said they would use attachments to their regular machines for the following:
bar tack
blindstitch
button sew
buttonholer
double needle felling
lockstitch
monogrammer
tacker
two needle chainstitch flat bed
three thread overedge, overlock
bent trimmers

blind hemmer
buttonhole scissors
clipper or thread nipper
cutting table
fitting platform
form finisher
hem marker
leather sewing machine
looper threading wire
needle wrench
pinking shears-7" and 10 1/2"
pressing mitt
pressurized steam iron
professional straight needle sewing machine
ruler (12"), yardstick, tape measure
seam ripper
serger (overlock) machine
sleeve board
stitch and seam measurer
tailor's crayon, marking chalk
tailor's ham and seam roll
zig zag machine

A/T DACUM chart follows this page.

Alterationist/Tailor DACUM Panel

July 13, 1992

DUTIES ← TASKS →

Practice good customer relations.	Make and customer comm.	Listen attentively to customer needs.	Clarify customer needs through questioning.	Find solutions for customer concerns.	Negotiate with customer (e.g., time, cost, type of services).	Provide customer with accurate time and cost estimates.	Maintain records of customer transactions with documentation.
	Order current current merchandise.	Follows up on customer orders.					
Maintain equipment and workstation.	Select appropriate equipment for each project.	Select appropriate supplies (e.g., thread, threads, buttons, zippers).	Thread machine and set tension.	Clean equipment.	Perform basic machine maintenance.	Keep maintenance records on each machine.	Troubleshoot machine problems/ judge when to seek repairperson.
	Organize workstation to work efficiently.	Clean and maintain workstation.	Keep current on new equipment.	Keep current on new methods and techniques.			
Fit garments.	Check if customer has appropriate size garment.	Check accessories, undergarments, and shoes/heights to go with garment.	Ascertain garment fit on customer.	Discuss fit and preferences with customer.	Determine needed alterations, based on customer responses.	Mark alterations with chalk or pins, using correct tailor systems.	Fill out alterations ticket with details (e.g., hem width).
Alter pants, skirts, waistbands, belts, and belt loops.	Shorten or lengthen hem (pants or skirt.	Remove or add stitches to waist (pants or skirt).	Taper pant legs or skirt waist.	Take in or let out the rise in pants.	Take in or let out the hipline in skirts.	Remove, add, narrow, or widen pant cuffs.	Lower the waistband (pants or skirt).
	Take in or let out waist of skirt.	Take in or let out waist on pants.	Narrow or widen waistband on skirt.	Add belt loops (pants or skirt).	Shorten or lengthen belt or add an eyelet to belt.		
Alter sleeves, collars, and bodices.	Take in or let out side seams at the bottom.	Take in or let out darts.	Narrow shoulder lines.	Shorten or lengthen bodices.	Remove or add bodice gussets.	Decrease or enlarge armhole (armeyes).	Raise or lower neckline.
	Tape seamlines.	Shorten or lengthen sleeves.	Take in or let out sleeve width.	Add sleeve gussets.	Narrow or widen cuffs.	Remove or add cuffs. Shorten or lengthen cuffs.	Shorten collar. Lower or raise collar. Remove collar.
Alter coats, jackets, and linings.	Take in or let out width of coat back and sides.	Remove or add shoulder pads.	Shorten or lengthen coat or jacket sleeves.	Lower coat or jacket seam.	Shorten or lengthen coat, including lining.	Shorten lapels of coat or jacket. Narrow lapels.	Decrease or enlarge armholes of coat or jacket.
Alter closures and fasteners.	Remove or add hooks and eye.	Remove or sew on buttons.	Add thread loop for hook or button.	Remove or add snaps.	Remove or add Velcro®.	Remove or add zippers.	
Clean and repair clothing.	Reattach buttons or snaps. Reattach broken zippers.	Repair or replace fasteners (snaps, buttons, zippers).	Repair frayed seam allowances.	Repair frayed buttonholes.	Repair or add iron.	Turn cuffs and collars.	Add, remove, or replace pockets. Decrease size of pockets.
	Shorten or lengthen straps.	Replace garment lining (skirt, coat, jacket).	Remove stains, as appropriate to fabric.	Press seams/ crease.	Press completed garments.	Hang and store garments properly.	
Continue to build career skills.	Explore personal career directions.	Prepare portfolio of your work.	Develop stress management skills.	Keep current in the clothing field.	Contribute to the clothing field (e.g., shows, trends or events).		

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DACUM Panel: Industrial Sewing

Introduction

Industrial Sewing is a one-semester, 16-credit diploma program, located Downtown. It teaches fundamental power sewing machine operations to enable graduates to seek entry level employment in manufacturing. The emphasis is production, not fashion or the fitting of individual garments. The target work environment is a sewing factory, rather than a retail shop with face-to-face customer contacts.

Milwaukee has considerable needle-based manufacturing. The Classified Directory of Wisconsin Manufacturers cites a dozen clothing manufacturers in the Milwaukee area. But that is only a part of the industry. One local company makes asbestos gloves. Others make bedding and draperies, seat covers, and canvas goods. The seven panel members are representative of local employment opportunities. Their companies manufacture

* airplane seat covers.
* bowling shirts,
* stylish womenswear,
* vestments and other church items.

One woman supervises for a small company which, as she said, sews anything from wedding dresses to coveralls.

Comments

Both locally and nationally, this industry is underfire from foreign imports. The shift began decades ago with garments for the lower end of the market coming from the Orient. But today even manufacturers of expensive clothing frequently contract much of their sewing abroad, generally the Pacific Rim. The political changes in Eastern Europe also bring more imports from such countries as Poland, Romania, and Hungary.

The panelists' lunchtime conversation centered on these issues. Consensus was that American companies can only continue to manufacture in the USA if they offer quality which verges on perfection. That need for quality obviously impacts Industrial Sewing students in terms of the demands they will find in the workplace. The surviving Milwaukee manufacturers tend to be niche-market firms, carving out a narrow specialty.

The industry is significantly male/female segregated. Men typically start as cutters and may work their way into supervision and management. Women begin as machine operators. Some eventually supervise sewing rooms, but further movement up the career ladder is often difficult. Employers have traditionally deemed men better suited to cutting since they must lift and

place heavy bolts of fabric. However, one panel member described how his female operators regularly navigate very heavy leather seat covers through their machines.

Piecework universally serves as the basis for all wage calculations in industrial sewing. Some companies use straight piece rate; others, pay base (which still demands a certain production level) with an added premium calculated on piece rate. Speed is extremely important because it translates into more pieces. However, quality has taken an equal or even higher place. An operator who is fast but sloppy will find herself doing rework.

Piece rates revolve around "bundles" and coupons. The panelists described bundles as stacks of cut garment pieces, same size, same item, which come from the cutter or from the previous operator. For a simple style, the bundle has all the pieces for each garment. More complex clothing comes in units: bodice, sleeves, collar. The operator has a specific series of steps to do on every item in the bundle--for example, stitch together the back and side seams of a jacket and then sew on appliques. Each bundle has a coupon which she collects for her pay calculation.

Two panelists estimated, on this basis, experienced operators at their company could earn about $8.00 per hour. One of the two discussed another industry problem: excess turnover. He cited as common, his experience managing a group of about 50 operators. In five months on the job, he has hired 15 replacements, an annual turnover rate potentially over 70%.

The IS panel charted six duties and added a seventh for sewing room supervisors. The chart matches well with a one-semester diploma: operators must know how to maintain and run a machine, and they sew eight hours or more a day.

KSA: Industrial Sewing

As the panel described it, the knowledge base for industrial sewing is smaller than A/T. A/T requires knowing a bit about every aspect of construction, alteration, repair, even cleaning. IS calls for detailed skills in seam finishes, sleeve insertions, and so forth. The panel cut much from the draft KSA list and added particulars to what they kept. ** notes additions.

fiber and textiles
- **only which type and size needle to use

special sewing techniques and materials
- working with plaids and stripes
- shirring, appliques, special finishes
- decorative machine stitching
- evening and bridal wear
- **piping and welting
- **trims: braid, rickrack, binding, lace, cording
- **fasteners: buttons, snaps, and zippers added for decorative effect rather than function
- **special hem treatments such as rolled hems
- **fringe, beading, rhinestones, sequins
- **smocking
- **bound buttonholes--However, panel was not sure many companies still use them.
- **fusible interfacing--use of sewn is minimal

mathematics
- basic computations with whole numbers
- basic computations with decimal numbers
- basic computations with fractions
  - **use a ruler, particularly for seam allowances
- **math skills enough to understand and calculate piecework pay plans
- hourly quotas
- earnings per bundle
- incentive pay plans

fashion knowledge
- basic clothing construction techniques
- **measurements appropriate to garment sizes
- **understand use of sample or test garments

apparel industry
- **importance of quality, relative to company survival
- **understand the sequence of operations in production

**machines: all additions
- learn multiple machines
- learn multiple operations on each machine
- i.e., become versatile, crosstrain

**machine maintenance: all additions.
cleaning, especially lint and oil in self-oiling machines
recognize when needle needs a change
sizes and types of needles
tension and stitch size
types of stitch plates
troubleshoot machine problems:
know when to call maintenance and
when the operator can fix the problem

**terms and paperwork: all additions
production orders
routing orders
coupons

**personal characteristics: all additions
assure production quality
good work ethic--Show up!
enjoy sewing enough to do it all day
attention to detail: be observant
visual/perceptual ability
quality, pride in one's work
teamwork
listen carefully and follow directions to the letter
willingly ask questions
communicate with supervisor and others
operator should be her own "supervisor"

Equipment: Industrial Sewing

Operators should have basic equipment skills: clean, oil, thread, set tension, change needles--on multiple machines. Employers expect them to have their own small hand tools such as thread nippers, since small tools too readily "walk".

The panelists noted three differences between their equipment and that for A/T, namely:

1. Industrial machines are heavy duty, often larger than standard domestic machines.

2. The machines are capable of far greater speed than domestic machines.

3. Companies are apt to buy or develop specific machines for individual operations, e.g., sew shank buttons.

Panelists emphasized operators must, above all, have strong skills with single needle industrial sewing machines--everything else is teachable. When nudged, they added serger and hemmer to their list of most important equipment. Other items include

apparel steamer
cent trimmers
leather sewing machine
looper threading wire
needle wrench
power sewing machines: machines, not attachments
- bar tack
- blindstitch
- button sew
- buttonholer
- lockstitch
- monogrammer--only in specialized shops
- tacker
- two needle chainstitch flat bed
- three thread overedge, overlock

professional straight needle sewing machine
rulers-12", yardstick, tape measure
seam ripper
serger (overlock) machine
sleeve board--infrequent
spot cleaning board--infrequent
steam iron
zig zag machine

Industrial Sewing DACUM chart follows this page.

Industrial Sewing Machine Operator DACUM Panel

July 17, 1992

DUTIES ← TASKS →

Maintain equipment and workstation.	Oil sewing machine.	Perform other machine maintenance.	Change sewing machine needle to meet fabric requirements.	Insert or remove bobbin in bobbin case.	Clean equipment.	Keep oil and lint from contaminating —no grease on spots on garment*.	Organize workstation, commonly used and bobbins.
	Clean workstation, including floor.						
Operate industrial sewing machine.	Set tension and stitch size to meet fabric requirements.	Reset tensions, if fabric requires.	Check if the stitch size is appropriate for the fabric.	Read instructions on production or routing order or ticket.	Contact supervisor regarding questions or problems with instructions.	Examine construction of sample garment.	Observe experienced operations steps.
	Position garment piece correctly.	Hold and feed fabric properly.	Sew straight seam to prescribed tolerance.	Sew curved seam to prescribed tolerance.	Sew square corner for right angle.	Sew square corner to prescribed details.	Remove garment and position to facilitate the work of the next operator.
Assure proper garment fit.	Match notches and ends of seams; ease fabric as needed.	Check garment measurements against the specifications.	Check seam allowance throughout sewing operations.	Double-check that seat seam match.	Notify supervisor of any problems with fit or size.		
Produce per requirements and schedule.	Prepare bundles at workstation to ensure efficient workflow.	Cut threads throughout operation.	Apply reinforcing, lining, interfacing, and basting.	Serge fabric edges to prevent fraying.	Form and stitch darts.	Form and stitch pleats.	Backtack parts of garment.
	Complete construction of garment seam.	Insert zippers.	Join seams to make complete garment.	Topstitch garment.	Blindstitch garment hem.	Stitch fasteners (snaps).	Stitch fasteners (buttons).
Construct specialized garments and finishes.	Produce leather or vinyl garments or other seams.	Produce bridal and evening wear, size extensions.	Apply shirring, appliques, and other finishes.	Apply decorative machine stitching.	Apply hand embroidery or do other hand sewing.		
Continue to build career skills.	Take on new projects or new techniques willingly.	Cross-train in order to learn new operations and new machines.	Continue to learn about the company and the textile trades.				
This final band of tasks is not indicative of the responsibilities of all industrial sewing machine operators. Rather, it demonstrates the next step on the career ladder in the textile trades.							
Perform supervisory functions.	Communicate regularly with management.	Enforce work rules for operators.	Enforce safety rules in sewing room.	Investigate accidents.	Process or check sewing room inventory.	Identify equipment needs.	Assign sewing tasks to operators.
	Assign bundle tasks to organize work flow.	Train new sewing machine operators.	Teach current operators the techniques for new procedures.	Spot check operators' work.	Inspect work stations in industrial sewing area.	Complete time record related to piecework pay for operators.	Complete other clerical work.

*Note: This chart uses "garment"

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Similarities and Differences in Charts

With speculation on developing a cluster or core curriculum for needle trades, comparison of the two DACUM charts is in order. The A/T panel yielded nine duties; IS, seven. Of those, the charts share three. However, "Continue to build career skills" is peripheral to this comparison.

Both charts contain "Maintain equipment and workstation." But, examination of equipment lists shows the two are not identical. IS emphasizes single-use machines: one machine for buttonholes, another to sew on buttons. A/T does multiple operations with attachments to a single needle machine. However, the two panels did agree on the same three critical machines: straight needle, serger, hemmer. Another contrast is that IS uses the machines the employer provides. A/T may need to select and buy their equipment and supplies, especially if self-employed.

A/T includes "Fit garments;" IS, "Assure proper garment fit." But the similarity is small. A/T fits a specific garment to a specific individual, whereas IS means assuring that size six is indeed size six, and that all sixes have the same fit. For IS, fit is a quality assurance issue.

Both require knowledge of garment construction. But A/T said, absolutely, no question, they cannot work without. In contrast, the facilitator had to prod IS on the topic of construction. Supervisors on the panel had experience training operators who could run a machine adequately, but could not put together a complete garment. Also, one of the companies represented on the panel sews seat covers--obviously, making darts to shape a bodice is irrelevant to that business.

In essence, IS produces the product which A/T takes in, lets out, or repairs. The work is different, but certainly a family resemblance is apparent. A core of knowledge and skills underlies both.

Cluster Model

The ERIC search yielded a useful item for examination of a core or cluster curriculum. In 1985 Michigan's Vocational-Technical Education Service awarded the Department of Agricultural and Extension Education at Michigan State University a grant to analyze "Clothing Management Occupations." The project resulted in a task analysis, job matrix, task curriculum sheets, task-based record forms, and sample teaching activities.

The job matrix shows the interrelationship of competencies across 21 jobs, ranging from presser to department manager. In the pages that follow, the facilitator sought to reproduce the matrix but with clarification--the original had only a letter/number code for each task, not complete wording. The revised matrix also adds the MATC panels to suggest the relationship of the DACUM charts to the Michigan job matrix.

The Michigan study used the DOT job codes and names, as follows:

363.682-014	Presser, all-around
369.687-010	Assembler
369.687-022	Inspector
582.684-014	Spot cleaner
781.287-010	Clothing-pattern preparer
786.682-126	Hemmer, blindstitch
786.682-130	Hemmer, chainstitch
786.682-174	Lockstitch sewing machine operator
786.682-198	Overlock machine operator, complete garment
786.685-014	Buttonhole machine operator
787.685-042	Tacking machine operator
221.367-010	Alterations workroom clerk
346.374-010	Costumer, assistant
782.684-058	Sewer, hand
785.261-010	Alteration tailor
785.361-010	Dressmaker
785.361-014	Garment fitter
786.132-010	Supervisor-garment manufacturing
785.131-010	Supervisor-alteration work room
261.357-070	Salesperson-yard goods
189.167-022	Manager-department

Matrix follows.

Clothing Management Occupations
Matrix of Duties and Tasks

	PRESSER	ASSEMBLER	INSPECTOR	SPOTTER	PATTERN	HEMMER	HEMMER	LOCKSTITCH	BUTTONING	TACKING	ALTERCLERK	COSTUMER	OVERLOCK	HAND SEW	ALTA I	DRESSMKR	FINISHER	SUPR MFG	SUPR A I	SALES	MGR DEPT	MAT'C	IND SEW	ALL A I
A. Maintain equipment and work station																								
1. Add oil to reservoir.		x	x			x	x	x	x	x	x	x	x		x	x		x	x				x	x
2. Lubricate oil points.		x	x			x	x	x	x	x	x	x	x		x	x		x	x				x	x
3. Clean lint from machine		x	x			x	x	x	x	x	x	x	x		x	x		x	x				x	x
4. Replace light bulb.		x	x			x	x	x	x	x	x	x	x		x	x		x	x				x	x
5. Clean floor of work area.		x	x			x	x	x	x	x	x	x	x		x	x		x	x				x	x
B. Operate industrial sewing machine.																								
1. Insert bobbin in bobbin case		x						x	x	x	x	x	x		x	x		x	x				x	x
2. Replace bobbin		x						x	x	x	x	x	x		x	x		x	x				x	x
3. Change sewing machine needle		x	x			x	x	x	x	x	x	x	x		x	x		x	x				x	x
4. Position pieces of garment.		x	x			x	x	x	x	x	x	x	x		x	x		x	x				x	x
5. Sew straight seam.		x	x			x	x	x		x	x	x	x		x	x		x	x				x	x
6. Sew curved edge.		x	x			x	x	x		x	x	x	x		x	x		x	x				x	x
7. Sew square corner/right angle.		x	x			x	x	x			x	x	x		x	x		x	x				x	x
8. Sew square corner/construct details.		x	x					x			x	x	x		x	x		x	x				x	x
9. Stitch darts.		x	x					x			x	x	x		x	x		x	x				x	x
10. Backtack parts of garment.		x	x					x		x	x	x	x		x	x		x	x				x	x
11. Topstitch garment.		x	x					x			x	x	x		x	x		x	x				x	x
12. Insert zipper.		x	x			x		x			x	x	x		x	x		x	x				x	x
13. Blind-stitch hem.		x	x			x					x	x	x	x	x	x		x	x				x	x
14. Stitch garment fastener (buttons).		x	x						x	x	x	x	x	x	x	x		x	x				x	x
15. Stitch garment fastener (snaps)		x	x						x	x	x	x	x	x	x	x		x	x				x	x
16. Attach brand name tag		x	x					x		x	x		x	x	x	x		x	x				x	
17. Chain off chain stitches							x																x	

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Clothing Management Occupations
Matrix of Duties and Tasks

	PRESSER	ASSEMBLER	INSPECTOR	SPOTTER	PATTERN MAKER	HEMMER	HEMMER	LOCKSTITCH	BUTTONER	JACKING	ALTERATIONIST	CUTTER	OVERLOCK	HAND	ALTERATIONIST	DESIGNER	FITTER	SEWER	SEWER	SEWER	CUTTER	ALTERATIONIST	ALL
A. Maintain equipment and work station.																							
1. Add oil to reservoir.		x	x			x	x	x	x	x	x	x	x			x	x		x	x		x	x
2. Lubricate oil points.		x	x			x	x	x	x	x	x	x	x			x	x		x	x		x	x
3. Clean lint from machine.		x	x			x	x	x	x	x	x	x	x			x	x		x	x		x	x
4. Replace light bulb.		x	x			x	x	x	x	x	x	x	x			x	x		x	x		x	x
5. Clean floor of work area.		x	x			x	x	x	x	x	x	x	x			x	x		x	x		x	x
B. Operate industrial sewing machine.																							
1. Insert bobbin in bobbin case.	x							x	x	x	x	x	x			x	x		x	x		x	x
2. Replace bobbin.	x							x	x	x	x	x	x			x	x		x	x		x	x
3. Change sewing machine needle.	x	x				x	x	x	x	x	x	x	x			x	x		x	x		x	x
4. Position pieces of garment.	x	x				x	x	x	x	x	x	x	x			x	x		x	x		x	x
5. Sew straight seam.	x	x				x	x	x		x	x	x	x			x	x		x	x		x	x
6. Sew curved edge.	x	x				x	x	x		x	x	x	x			x	x		x	x		x	x
7. Sew square corner/right angle.	x	x				x	x	x			x	x	x			x	x		x	x		x	x
8. Sew square corner/construct details.	x	x						x			x	x	x			x	x		x	x		x	x
9. Stitch darts.	x	x						x			x	x	x			x	x		x	x		x	x
10. Backtack parts of garment.	x	x						x		x	x	x	x			x	x		x	x		x	x
11. Topstitch garment.	x	x						x			x	x	x			x	x		x	x		x	x
12. Insert zipper.	x	x				x		x			x	x	x			x	x		x	x		x	x
13. Blindstitch hem.	x	x				x					x	x	x	x	x	x	x		x	x		x	x
14. Stitch garment fastener (buttons).	x	x							x	x	x	x	x	x	x	x	x		x	x		x	x
15. Stitch garment fastener (snaps).	x	x							x	x	x	x	x	x	x	x	x		x	x		x	x
16. Attach brand name tag.	x	x						x		x	x		x	x	x	x	x		x	x		x	
17. Chain off chain stitches.							x															x	

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	PRESSER	ASSEMBLER	INSPECTOR	SPOT CLN	PATTERN	HEMMER B	HEMMER C	LOCKSTCH	BUTTON	TACKING	ALTERCLK	COSTUMER	OVERLOCK	HAND SWN	ALTAILR	DRESSMKR	FITTER	SUPR MFG	SUPR AIT	SALES	MGR DEPT	MATC.	IND SEW.	ALTAILR
C. Alter patterns.																								
1. Measure client.					x						x	x			x	x	x		x	x				x
2. Determine figure type/size.					x						x	x			x	x	x							x
3. Make pattern alterations.					x						x	x			x	x	x							x
D. Construct garment.																								
1. Pretreat fabric, notions, trim.											x	x			x	x								x
2. Straighten grain on woven fabrics.											x	x			x	x								
3. Lay out pattern pieces.											x	x			x	x								
4. Cut out garment.														x	x	x		x		x				
5. Transfer pattern markings.					x						x	x			x	x								
6. Staystitch garment pieces.											x	x			x	x								
7. Construct garment units.											x	x			x	x							x	
8. Construct darts.	x							x			x	x			x	x							x	x
9. Construct seams.	x				x	x	x	x			x	x	x		x	x							x	x
10. Apply seam finish.	x				x	x					x	x	x		x	x			x				x	x
11. Apply sewn interfacing.	x				x			x			x			x	x	x			x				x	x
12. Apply fusible interfacing.	x	x			x			x			x	x	x		x	x		x	x				x	x
13. Baste garment.	x	x			x			x			x	x	x	x	x	x	x	x	x					
14. Fit garment on client.	x	x						x			x	x	x		x	x	x	x	x					x
15. Attach underlining/interlining.	x	x									x	x	x		x	x		x	x				x	x
16. Attach lining to garment.	x	x						x			x	x	x		x	x		x	x				x	x
17. Hem garment.	x	x			x			x			x	x	x	x	x	x		x	x				x	x
18. Remove spots and stains.		x	x								x	x	x	x	x	x	x	x	x					x
19. Press completed garment.	x	x	x								x	x	x		x	x	x	x	x			x		x

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	PRESSER	ASSEMBLR	INSPECT	SPOT CLN	PATTERN	HEMMER B	HEMMER C	LOCKSTCH	BUTTON	TACKING	AUTOMATIC	COSTUMER	OVERLOCK	HAND SWR	ALTERATN	DRESSMKR	FINISHER	SUPR MFG	SUPR ALT	SALES	MGR DEPT	MATCH	IND SEW	ALTERATN
E. Construct accessory items.																								
1. Construct headwear.		x	x				x	x			x	x	x	x	x	x		x	x				x	x
2. Construct bag.		x	x				x	x			x	x	x	x	x	x		x	x				x	x
3. Construct belt.		x	x				x	x			x	x	x	x	x	x		x	x				x	x
4. Construct detachable cuffs/collar.		x	x				x	x			x	x	x	x	x	x		x	x				x	x
5. Construct tie.		x	x				x	x			x	x	x	x	x	x		x	x				x	x
F. Fit garments.																								
1. Mark garment.											x	x	x		x	x	x	x	x					x
2. Pin garment.											x	x	x		x	x	x	x	x					x
3. Level uneven hem.											x	x	x	x	x	x	x	x	x				x	x
4. Baste garment.		x						x			x	x	x		x	x	x	x	x					
G. Alter garment.																								
1. Alter width of garment.								x			x	x			x	x	x	x	x					x
2. Lengthen coat.								x			x	x			x	x	x	x	x					x
3. Shorten lined coat.								x			x	x			x	x	x	x	x					x
4. Replace lining.								x			x	x			x	x	x	x	x					x
5. Narrow garment lapels.								x			x	x			x	x	x	x	x					x
6. Decrease crotch of pants.								x			x	x			x	x	x	x	x					x
7. Increase crotch of pants.								x			x	x			x	x	x	x	x					x
8. Increase waist of pants/skirt.								x			x	x			x	x	x	x	x					x
9. Decrease waist of pants/skirt.								x			x	x			x	x	x	x	x					x
10. Add flare to pant legs.								x			x	x			x	x	x	x	x					x
11. Remove flare.								x			x	x			x	x	x	x	x					x
12. Remove pant cuffs.								x			x	x			x	x	x	x	x					x
13. Shorten bodice of garment.								x			x	x			x	x	x	x	x					x

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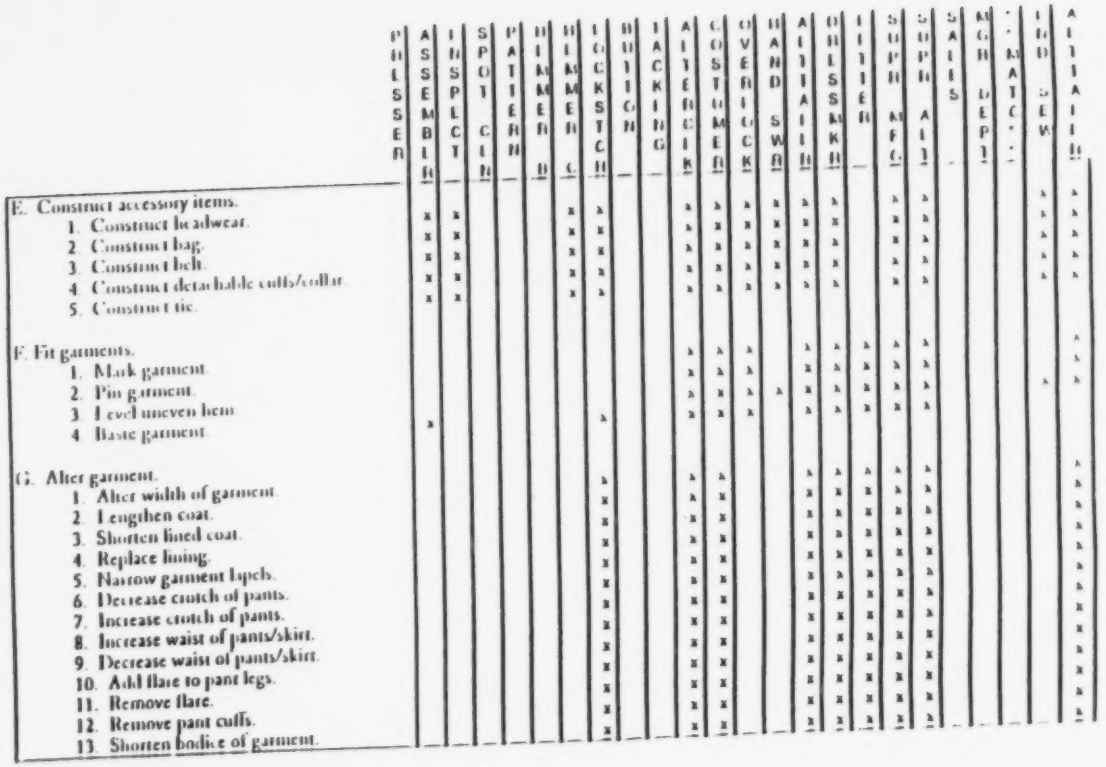

	PRESSER	ASSEMBLER	INSPECTOR	SPOTTER	PATTERN	HEMMER	HEMMER	LOCKSTCH	BUTTON	TACKING	ALTERATIONIST	COVERSTITCH	OVERLOCK	HAND SEW	ALTERATIONIST	DRESSMAKER	FITTER	SHOP MFG	SHOP AID	SALES	MGR DEPT	ASSTC	IRON SEW	ALTERATIONIST
E. Construct accessory items.																								
1. Construct headwear.		x	x				x	x			x	x		x	x	x		x	x				x	x
2. Construct bag.		x	x				x	x			x	x		x	x	x		x	x				x	x
3. Construct belt.		x	x				x	x			x	x		x	x	x		x	x				x	x
4. Construct detachable cuffs/collar.		x	x				x	x			x	x		x	x	x		x	x				x	x
5. Construct tie.		x	x				x	x			x	x		x	x	x		x	x				x	x
F. Fit garments.																								
1. Mark garment.											x	x	x		x	x	x	x	x					x
2. Pin garment.											x	x	x		x	x	x	x	x					x
3. Level uneven hem.								x			x	x	x		x	x	x	x	x					x
4. Baste garment.		x						x			x	x	x	x	x	x	x	x	x					x
G. Alter garment.																								
1. Alter width of garment.								x			x	x	x		x	x	x	x	x					x
2. Lengthen coat.								x			x	x	x		x	x	x	x	x					x
3. Shorten lined coat.								x			x	x	x		x	x	x	x	x					x
4. Replace lining.								x			x	x	x		x	x	x	x	x					x
5. Narrow garment lapels.								x			x	x	x		x	x	x	x	x					x
6. Decrease crotch of pants.								x			x	x	x		x	x	x	x	x					x
7. Increase crotch of pants.								x			x	x	x		x	x	x	x	x					x
8. Increase waist of pants/skirt.								x			x	x	x		x	x	x	x	x					x
9. Decrease waist of pants/skirt.								x			x	x	x		x	x	x	x	x					x
10. Add flare to pant legs.								x			x	x	x		x	x	x	x	x					x
11. Remove flare.								x			x	x	x		x	x	x	x	x					x
12. Remove pant cuffs.								x			x	x	x		x	x	x	x	x					x
13. Shorten bodice of garment.								x			x	x	x		x	x	x	x	x					x

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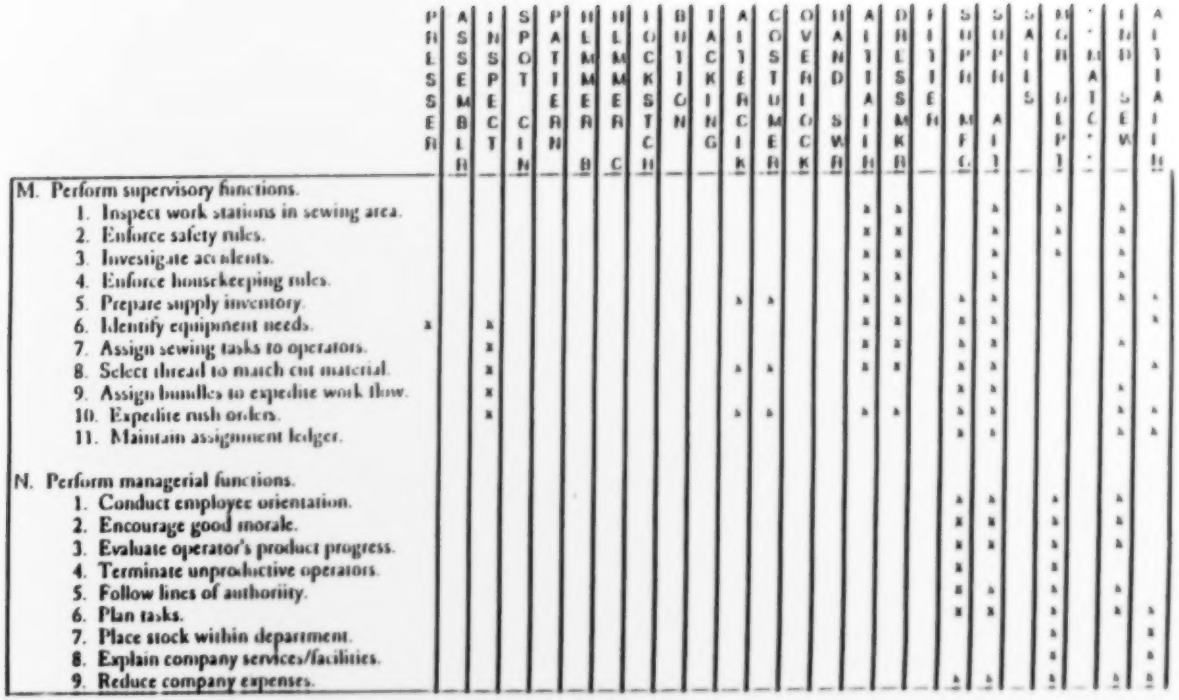
	PRESSER	ASSEMBLER	INSPECT	SPOT CLN	PATTERN	HEMMER B	HEMMER C	LOCKSTCH	BUTTON	TACKING	ALTERCLK	COSTUMER	OVERLOCK	HAND SWR	ALTRAIL H	DRESSMKR	FITTER	SUPR MFG	SUPR ALT	SALES	MGR DEPT	MATC.	IND SEW	ALTRAIL H
G. Alter garment, continued.																								
14. Lengthen bodice of garment.								x			x	x			x	x	x	x	x					x
15. Raise waistband.								x			x	x			x	x	x	x	x					x
16. Lower waistband.								x			x	x			x	x	x	x	x					x
17. Length coat sleeves.								x			x	x			x	x	x	x	x					x
18. Shorten sleeves.								x			x	x			x	x	x	x	x					x
19. Even hem width.								x			x	x			x	x	x	x	x					x
20. Remove collar.								x			x	x			x	x	x	x	x					x
21. Lower collar.								x			x	x			x	x	x	x	x					x
H. Repair clothing.																								
1. Replace broken stitches.							x	x	x		x	x		x	x	x	x	x	x				x	x
2. Repair frayed buttonholes.								x			x	x		x	x	x	x	x	x					x
3. Repair zipper.								x			x	x		x	x	x	x	x	x					x
4. Reinforce stitches.								x			x	x		x	x	x	x	x	x				x	x
I. Clean garments.																								
1. Spot clean garment.				x							x	x		x	x	x	x	x	x					x
2. Press garment.	x										x	x		x	x	x	x	x	x				x	x
3. Store garment.	x										x	x				x	x	x	x				x	x
J. Make patterns.																								
1. Construct pattern to insure fit.					x							x			x	x		x	x					
2. Drape form to create design.					x							x			x	x		x	x					
3. Draft pattern to conform to client fit.					x										x	x		x	x					

	PRESSER	ASSEMBLER	INSPECTOR	SPOTTER	PATTERN	HEMMER	HEMMER	LOCKSTCH	BUTTON	TACKING	ALTERATION	COSTUMER	OVERLOCK	HAND SEW	ALL TAILOR	DRESSMKR	FITTER	SUPER MFG	SUPER ALT	SALES	MGR DEPT	- NAT'L -	IND SEW	ALL TAILOR
K. Use mathematics..																								
1. Perform basic math: whole numbers.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
2. Perform basic math: decimals.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
3. Perform basic math: fractions.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
L.. Sell merchandise.																								
1. Use sales techniques.																				x	x			x
2. Process customer's telephone order.																				x	x			x
3. Wrap customer's package.											x	x			x	x	x	x	x	x	x			x
4. Order special request merchandise.	x		x								x	x			x	x		x	x	x	x			x
5. Respond to customer complaint.	x		x		x						x	x		x	x	x	x	x	x	x	x			x
6. Operate cash register/sales terminal.											x	x		x	x	x	x	x	x	x	x			
7. Make change: w/o change indicator.											x	x		x	x	x	x	x	x	x	x			
8. Make change: w/change indicator.											x	x		x	x	x	x	x	x	x	x			
9. Fill out sales checks.											x	x		x	x	x	x	x	x	x	x			x
10. Distinguish taxable items.											x	x		x	x	x	x	x	x	x	x			x
11. Examine customer checks.															x	x			x	x	x			x
12. Process charge sale.											x				x	x	x	x	x	x	x			x
13. Process merchandise return.											x	x			x	x	x	x	x	x	x			x
14. Check out cash register totals.											x	x			x	x	x	x	x	x	x			



	PRESSER	ASSEMBLER	INSPECT	SPOT CHK	PATTERN	HLMBR B	HLMBR C	STITCH	BUTTON	TACKING	ALTER CHK	COSTUMER	OVERLOCK	HAND SW	ALTRATN	DRESSMKR	FINISH	SUPR MFG	SUPR ALT	SALES	MGR HLPR	ATTEND	IND SEW	ALTRATN
M. Perform supervisory functions.																								
1. Inspect work stations in sewing area.															x	x			x		x		x	
2. Enforce safety rules.															x	x			x		x		x	
3. Investigate accidents.															x	x			x		x		x	
4. Enforce housekeeping rules.															x	x			x		x		x	
5. Prepare supply inventory.											x	x			x	x		x	x				x	x
6. Identify equipment needs.	x		x												x	x		x	x					x
7. Assign sewing tasks to operators.			x												x	x		x	x				x	
8. Select thread to match cut material.			x								x	x			x	x		x	x					x
9. Assign bundles to expedite work flow.			x															x	x				x	
10. Expedite rush orders.			x								x	x			x	x		x	x				x	x
11. Maintain assignment ledger.																		x	x				x	x
N. Perform managerial functions.																								
1. Conduct employee orientation.																		x	x		x		x	
2. Encourage good morale.																		x	x		x		x	
3. Evaluate operator's product progress.																		x	x		x		x	
4. Terminate unproductive operators.																		x			x			
5. Follow lines of authority.																		x	x		x		x	
6. Plan tasks.																		x	x		x		x	x
7. Place stock within department.																					x			x
8. Explain company services/facilities.																					x			x
9. Reduce company expenses.																		x	x		x		x	x

	PRESSER	ASSEMBLER	INSPECTOR	SPOT CHECKER	PATTERNMAKER B	HEMMER C	HEMMER H	LOCKSTITCH	BUTTONHOLE	TACKING	ALTERATION	CUSTOMER	OVERLOCK	HAND SEW	ALL AROUND	DRESSMAKER	FINISHER	SUPPORT MFG	SUPPORT ALL	SALES	MGR DEPT	- MATC -	IND SEW	ALL AROUND
0. Use employability skills.																								
1. Prepare portfolio.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
2. Assess personal attributes.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
3. Assess work areas for job satisfaction.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
4. Assess methods to reduce stress.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
5. Compile occupational profile.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
6. Investigate non-wage job benefits.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
7. Develop goals.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
8. Perform job search.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
9. Participate in information interview.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
10. Complete Social Security form.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
11. Complete job application.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
12. Prepare resume.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
13. Write employment letter.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
14. Demonstrate appropriate dress.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
15. Interview for job.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
16. Contact job interviewer	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
17. Complete forms.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
18. Describe performance.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
19. Seek continuing education.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
20. Analyze career information.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
21. Describe resignation/dismissal	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x

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Recommendations

The facilitator has four recommendations for A/T and IS.

1. Chart verification: Each chart should go to a sample of recent graduates in related employment, appropriate incumbent workers, and supervisors to solicit their comment.

2. Labor market: Before making a full-press effort to revamp the curriculum, labor market analysis is vital, particularly with the ongoing loss of American jobs in industrial sewing. Chart verification could pair with a labor market survey.

3. A/T specialties: Subsets of the chart verification and labor market analysis could serve for gathering more detail on the bridalwear business and custom sewing. Or interview sessions with small groups might bridge the gap. As noted, A/T produced a generic chart, not particulars for these two areas. However, custom sewing raises questions: the Milwaukee phone book lists only a dozen custom dressmakers.

4. Curriculum translation: With completion of items 1, 2 and 3, the next objective is to compare the DACUM results with the existing curricula and to set priorities for most immediate changes. The writer has these thoughts on a cluster or core:

> The fact that some students use IS to gain entry to A/T suggests similarities must exist. Alterationist readily forms the first year of Tailor. However, Industrial Sewing does not necessarily constitute the first half of Alterationist, due to the equipment differences. IS has only the one semester to cover a range of machines which, in turn, A/T may never use.
>
> If A/T, or at least Alterationist, had eight-week terms, as IS does, the first term for all students could be essentially identical. IS and A/T already share 301-368 Mathematics for Needle Trades. Any further coordination would require breaking the generic five-credit 301-301/302 Industrial Sewing 1 and 2 into more discrete units. The six-credit A/T course 301-318 Garment Construction 1 would need similar treatment.
>
> Rather than a job of patch on patch, better results would come from creative rethinking. In these charts, workers and employers have told us a great deal about their jobs. If we start at Square One, building from scratch, a single program with three interlocking options, what would it look like? First eight-week period everyone learns basic math, textiles and basic garment construction, machine maintenance, how to sew a seam. What follows in the second eight-week period?

Participants

Our thanks to the panelists who participated in the task analysis and to their employers gave up excellent employees for a day.

Alterationist/Tailor

Judy D'Amato
Mullenbach Fashions

Mildred Dotson
Margie's Bridal

Vivian Neuman
Sew Perfect Alterations

Princey Norstrom
Made Especially for You

Sue Pappalardo
John's Shoe Service

Joan Rahfaldt
Seams-Be-Fitting

Olga Rouselatos
Modern Clothing Co.

Industrial Sewing

Mary
Formerly, Canvasback

Laura
Marva Sew Inc.

Gisela M. Buchwald
Retired, Florence Eiseman

Allan Buros
Canvasbacks

Earlene Fuller
Fashions by Earlene

David Landers
Artcraft Industries

Jean Leary
Zanders Corp.

Appendix: Work Samples

One IS panel member, Allan Buros from Canvasbacks, brought two work samples from his company: "employment tests" with his comments attached. His comments provide insights into the company's expectations of sewing machine operators.

The test looks fairly simple, but it has hidden complexities. The base for each is "difficult" fabric, likely to wriggle, stretch, and move under the sewing machine needle. The job applicant must complete three operations, typical of the work which Canvasback garments require:

*Edge stitch an Ultra-Suede patch. The fabric needs no special care, but the patch is multiple triangles which require careful turns at the points.

*Turn the edges and stitch down a small rectangle of a stretchy, bias cut jersey. The challenge is to keep this fabric square througnout the work.

*Apply a rectangular patch and then outline the patch with a 1/2" bias binding. The assignment asks the applicant to sew the binding at both edges and miter the corners.

Copies of Allan's comments end this report. In particular, they demonstrate the importance of listening skills for operators. They must take verbal instructions with great care. One sample shows a decent enough sewer, but she did not listen to the instructions for the third operation--that lost her the job.

CANVASBACKS

SUTTON & HORSFIELD

THIS IS AN ACCEPTABLE EXAMPLE FOR US. SEWN BY A LADY WHO HAS BEEN HIRED BY US AND IS DOING WELL. EARNINGS FOR OUR HIGHER PERFORMING ON PIECEWORK AVERAGE ALMOST $8.00/HOUR IN JULY 1993

THIS EXAMPLE IS NOT PERFECT NOTE THE PIN IN THE YELLOW WHERE THE STITCH MISSES THE PIECE IT IS EVIDENT HERE THOUGH THAT THE OPERATOR TRIES TO SEW CLOSE TO THE EDGE

THE MULTICOLORED PIECE HAS RAW EDGES BUT THE STITCHING IS PRETTY GOOD AND CLOSE TO THE EDGE.

THE BLACK AND WHITE STRIPE IS WHERE THIS PERSON WON HER JOB. THE DIRECTIONS WERE LISTENED TO, COMPREHENDED AND EXECUTED THIS IS VERY IMPORTANT OUR ENVIRONMENT IS TOO COMPLICATED TO FILL WITH PEOPLE WHO CAN'T LISTEN AND EXECUTE. AGAIN, THIS MITER IS NOT PERFECT BUT THIS LEVEL OF OPERATOR CAN BE WORKED WITH AND IMPROVED UPON.

ALLAN BURGS
PLANT MANAGER

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CANVASBACKS

LUTTON & HORSFIELD

7/15/97

THIS IS A GOOD EXAMPLE FOR US

THESE ARE TOUGH PARTS TO SEW, WHICH IS WHY WE USE THEM AS A TEST. THE YELLOW ULTRASUEDE SEWING WOULD BE ACCEPTABLE.

THE PURPLE SHOULD HAVE BEEN CLOSER TO THE EDGE, BUT THIS WOULDN'T KNOCK SOMEONE OUT OF CONTENTION. IT DOES SHOW A TENDANCY AGAINST LISTENING.

THE RED IS WHAT KNOCKED THIS CANDIDATE OUT. IT IS TO BE SEWN CLOSE TO EACH EDGE WITH THE CORNERS MITERED AND SEWN ALONG THE MITER. THIS EXAMPLE SHOWS A LACK OF COMPREHENSION AND LISTENING. HERE IS EXERCISED ON A TEST FOR EMPLOYMENT.

ALLEN BURNS
PLANT MANAGER

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